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ABSTRACT

This final report describes the implementation and outcomes of a project designed to assist Wisconsin in meeting its need for qualified and appropriately trained personnel to carry out their new roles as service coordinators in the provision of early intervention services. The project's activities included: (1) development of a set of training materials and instructional strategies in service coordination that are appropriate across disciplines and in a variety of training formats; (2) field testing of materials in a series of courses at state university campuses, workshops, and on-site programs; (3) development of a training guide and videotape to enhance training activities; and (4) adaptation of course content and activities for use in a correspondence course and distance learning. The inservice model, curriculum, and supplementary training materials reflect the core principles of parent-professional partnerships, participant-centered learning, and collaboration. Parent-professional partnerships were fostered through the employment of parents as staff and consultants, the development of parent-professional teams in training and field experiences, and the inclusion of parents and professionals in all activities. The participant-centered philosophy was promoted through the use of multiple methods of dissemination of the core training content, via a semester-long course, distance technology, two-day institutes, and a correspondence course. Collaboration was achieved by working with a broad-based group of stakeholders from across Wisconsin. Appendices include pre-test and post-test scores of trainees, university course evaluations and syllabi, and a product brochure. (Contains 22 references.) (Author/CR)

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Pathways: Service Coordination Inservice Project

Final Report

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1. Project Abstract

Part H of the Individuals with Disabilities Act (IDEA) has revolutionized the provision of services to infants and toddlers with special needs and their families. Service coordination has become an essential and fundamental element for providing family-centered, comprehensive, interdisciplinary, coordinated care. For many parents and service providers working with young children and their families, service coordination is a new role requiring additional knowledge and skills. Opportunities are needed for service providers and parents to enhance their knowledge and skills in the multiple and complex functions of service coordination.

The overall purpose of **Pathways: Service Coordination Inservice Project**, was to assist the State of Wisconsin in meeting its urgent need for qualified and appropriately trained personnel to carry out their new roles as service coordinators in the provision and coordination of early intervention services. To that end, the Pathways Project: 1) validated a statewide, options-based model of inservice training; 2) developed, implemented, and evaluated an inservice curriculum and its adaptations which focused on service coordination in early intervention; and 3) developed and disseminated supplementary training materials.

The inservice model, curriculum and supplementary training materials reflect the core principles of parent-professional partnerships, participant-centered learning, and collaboration. Parent-professional partnerships were fostered through the employment of parents as staff and consultants, the development of parent-professional teams in training and field experiences, and the inclusion of parents and professionals in all Project activities. A participant-centered orientation was achieved through tailoring experiences to meet individual trainee needs and offering a variety of options to trainees so that they exercised control and guidance over their learning. The use of multiple methods of dissemination of the core training content (i.e., for-credit semester-long course, distance technology (compressed video), two-day Institutes, a videotape, a training guide, and a correspondence course) also promoted the participant-centered philosophy of the options-based model.

Collaboration was achieved by working with a broad-based group of stakeholders from across Wisconsin during all phases of the Project. Working collaboratively encouraged mutual benefits for the Project and its stakeholders who included: a) parents and early interventionists in their service coordination efforts; b) personnel preparation programs across disciplines in health, education, and social services involved in early intervention at University of Wisconsin campuses and private colleges; c) early intervention program managers and administrators; and d) state agencies providing technical assistance to early intervention programs throughout the state.

Principal Project activities included:

1. Development of a set of core training materials and an array of instructional strategies in service coordination that are appropriate across disciplines and for use in a variety of training formats.

2. Field testing materials in a series of credit-bearing courses at state university campuses, workshops, and institutes and on-site in early intervention programs.

3. Development of a training guide and a related video tape to enhance training activities.

4. Adapting course content and activities for use in a correspondence course and via distance learning technologies.

Throughout the Project, advisory committees assisted in the review and revision of training strategies and materials. A national advisory group offered a broad-based perspective on recommended practices in the provision of and training in service coordination. State advisory groups of parents and service providers assisted in validating and evaluating the usefulness and relevance of the course content, activities and materials.

2. Goals and Objectives of the Project

Pathways: Service Coordination Inservice Project began on August 1, 1993 and was successfully completed on December 31, 1996. The overall goal of the Pathways Project was to develop, implement, and evaluate a statewide training model and supplementary materials for personnel providing service coordination to infants and toddlers with special needs and their families. The Project was conducted in three phases corresponding to the three years of the Project to meet its intended goals and objectives. (See Table 1, Goals and Objectives of the Pathways Project). A description of these phases follows:

Phase I: During the first year, Phase I consisted of initial development, piloting, and revision of training content and procedures. Content was gathered from literature, early intervention program "training sites" and suggestions from working service coordinators. The target recipients of this initial training were participants enrolled in a semester-long, credit-bearing course through the University of Wisconsin-Milwaukee.

Four groups of currently functioning service providers representing urban and rural service delivery areas were used as training sites. These sites were the focus of individualized technical assistance and training. The relationship between the sites and the Pathways Project was set up to be mutually beneficial. The sites were assisted with their service coordination challenges and the Pathways Project was assisted in shaping the content and processes for the training curriculum and supplemental materials through "real world" experiences. The four sites were: 1) the Portage Project Early Intervention of Cooperative Educational Service Agency #5 in Portage, 2) Bridges for Families in Madison, 3) the Child Outreach, Resources, and Evaluation (CORE) Program of the Milwaukee Women's Center, and 4) the Langlade Early Intervention Program.

The development process reflected a close collaborative, collegial working effort among participants, core staff, training site staff, the Community Validation Team, and the various advisory groups. During the piloting phase, all participants and advisory groups were asked to review draft material and proposed activities for their potential usefulness, cultural sensitivity and subsequent inclusion in the inservice course. Lessons learned, comments, and suggested revisions were incorporated into the revisions of the course materials and procedures.

Phase II: Phase II involved the full field testing of the course on two additional university campuses and with all four training sites. The field tests at the training sites included selected portions of the inservice course based on needs assessments completed by the training site participants. Extensive formative feedback was collected from all participants. Participants evaluated each session, material, and experience as to its effectiveness, impact on their work practice, degree to which personal needs were met and utility on the job.

During Phase II, a major effort was to more fully institutionalize the service coordination materials into the University of Wisconsin's system by adapting the content for use as a correspondence course. The correspondence course has made the service coordination training accessible to all parts of the state (and nationally). Project staff continues to collaborate with the University of Wisconsin-Extension Office to develop an ongoing credit-bearing course.

Phase III: The major activity of Phase III was to finalize all course materials based on feedback from course participants, advisory groups which include parents, training site staff, and observations of core Project staff. Information on availability of materials was disseminated to all university departments and vocational schools preparing students in the relevant disciplines in Wisconsin. Materials were also made available to other states, universities and colleges, parent support organizations, professional organizations and government agencies.

Table 1, Goals and Objectives of the Pathways Project

GOAL I: ***Develop, implement, and evaluate an options-based model for inservice training.***
Objective 1.1: Collaborate with the parent and professional members of the Community Validation Team, Pathways Advisory Committee, National Advisory Group, lead and state agency representatives, and interdisciplinary faculty from three University of Wisconsin campuses to develop a statewide options-based training model in service coordination.
Objective 1.2: Implement the various options of the training model and its adaptations in the state.
Objective 1.3: Evaluate the options-based training model and its implementation in the state.
GOAL II: ***Assure that parents fully participate in all aspects of inservice program development, implementation and evaluation.***
Objective 2.1: Provide for the participation of parents in the development of course content and in the selection of training activities and experiences.
Objective 2.2: Foster parent and professional partnerships.
Objective 2.3: Assure that all materials are sensitive and responsive to the needs of parents and families.
Goal III: ***Develop, pilot, field-test and implement a regionally distributed for-credit inservice course for personnel in early intervention on the cross-disciplinary issues related to service coordination.***
Objective 3.1: Develop draft outline of training content in family-supportive, coordinated service coordination in early intervention.
Objective 3.2: Develop a range of training activities that can be implemented during the inservice course.

Objective 3.3: Conduct pilot testing of course content and strategies.
Objective 3.4: Meet with participating interdisciplinary faculty for collaboration in the inservice course.
Objective 3.5: Obtain permanent formal approval for university course credit for the service coordination course.
Objective 3.6: Disseminate information about the course and its availability.
GOAL IV: ***Adapt the service coordination inservice course content and activities to a variety of options for dissemination so that it is accessible across the state.***
Objective 4.1: Adapt the semester-long, credit-bearing Inservice course for implementation using distance technology.
Objective 4.2: Adapt the Inservice course content and activities for dissemination to higher education faculty on a state and regional level.
Objective 4.3: Adapt course content and activities for use in a correspondence course.
GOAL V: ***Develop materials in support of the Inservice course that can be used after the termination of this Project and by a broad spectrum of trainers in and out of the state of Wisconsin.***
Objective 5.1: Develop a training guide with a section for each of the major content strands of the service coordination inservice course.
Objective 5.2: Develop a video training tape with appropriate discussion guide that demonstrates common challenges and solutions to effective parent and professional partnerships.

Goal VI: ***Evaluate the effectiveness of the inservice course for personnel in early intervention in effecting a change in skills and knowledge of the participants and its effectiveness in affecting practice.***
Objective 6.1: Develop a self-assessment instrument that will provide an opportunity for inservice participants to assess their knowledge and skills needed in service coordination.
Objective 6.2: Develop a systematic process for tracking participants' progress in meeting their selected outcomes through course projects and field-based experiences.
Objective 6.3: Develop an observational tool that can be used as either a self-administered checklist or by others observing interactions between professionals and parents.

3. Conceptual Framework of the Project

The following section provides: 1) a description of the conceptual framework of the Pathways Project, and 2) an abbreviated review of the literature on effective inservice practice that informed the design of the training methods and procedures of the Project.

The conceptual framework of the Inservice Project

The Pathways Project developed an innovative, statewide training model in service coordination. The model's conceptual framework drew upon:

> The **systemic approach** to inservice training described by Winton (1990) where training is synergistic with practices in early intervention. For example, if the intent is to train service coordinators to enhance parental decision-making, then trainees are also afforded frequent opportunities to make decisions.
>
> An **ecological perspective** (Peck, 1993; Harbin, 1993; Bronfenbrenner, 1979) where the model was conceived as open, dynamic, and options-based promoting training adaptations based on the contexts of the participants in the training. The various contexts which in turn affect and are affected by the proposed training efforts included the families served, the communities and their available services, and the state with its legislated policies and administrative rules.
>
> **Parent-professional partnerships** (Harbin, 1993; Fallon & Harris, 1992; Bernheimer, Gallimore, & Weisner, 1992; McGonigel, Kaufmann & Johnson, 1991; Dunst, 1990; Deal, Dunst, & Trivette, 1989) where parents served in a wide variety of roles including co-instructors, course participants, consultants and advisory committee members.

Previous research on effective inservice training

The Pathways Project incorporated previous research findings on what constitutes effective inservice training by integrating recommended practice methods, employing proven instructional techniques, providing trainees ongoing support and offering incentives for participation.

Despite the widely recognized importance of staff development programs in general and inservice activities in particular, there is common agreement that staff development and inservice efforts are typically fragmented, unsatisfactory, and in need of improvement (Howey & Vaughan, 1983; Hutson, 1981; Harris, 1980; Yarger et al., 1980). Bailey, McWilliam, & Winton (1992) state that meaningful reform in early intervention practices will not occur using the traditional inservice models. Winton, McWilliam, Harrison, Owens & Bailey (1992) call for a team-based model of inservice training that integrates "best practices." This includes training

that is: 1) flexible and responsive to diversity and builds on existing strengths; 2) embedded in a practice context; 3) endorsed by administrators; and 4) individualized and supportive of participants through ongoing follow-up.

Researchers have found that several different instructional techniques work best. In one report, the most effective instructional methods were observation of actual practices, video/audio feedback, and practice (Wade, 1984). In their meta-analysis of staff development research, Showers et al., (1987) concluded that combinations of four components—theory, demonstration, practice, and feedback—appear necessary to develop the levels of cognitive and interactive skills that permit training to generalize to practice.

Encouragement and opportunity to change are not enough. As Valencia and Killion state, "...change must be recognized as a process, not an event. It requires time and ongoing support throughout its different stages...." (Valencia & Killion, 1988, p. 3). Researchers have found that change was maintained longer if recipients received intervention on a number of occasions, over an extended period of time, with appropriate follow-up (Joyce & Showers, 1983; Showers, 1985; Dunst, Trivette, & Deal, 1994). Other researchers have reported that the combination of classroom assistance by resource personnel and follow-up meetings had a positive effect on the percentage of learning goals achieved, student performance, change, and continuation of project methods (McLaughlin & Marsh, 1978). They also found that quality, not quantity of resource assistance was critical. Good consultants, whether local or outside resource personnel, need to provide concrete and practical advice.

Incentives for participation are important considerations for inservice training. Hutson (1981) concluded that incentives for participation in inservice programs should emphasize intrinsic professional rewards. The corollary is that there should not be disincentives—inconvenient times, locations, or other factors which penalize the trainee for participation. Effective incentives for change require human support—personal contact and interaction among participants, planners, providers, consultants, and administrators (Lieberman & Miller, 1984). The incentive of college credit, followed by release time, was also found to be effective (Wade, 1984).

These findings helped shape the Pathways Project model described in the following section. Aspects of the model that were especially informed by research findings were that inservice training should be participant-centered and options-based. This promoted flexibility and individualization in the curriculum and supplementary materials; a variety of methods for participants to achieve self-determined outcomes based on their learning styles; and built in incentives including university credit, continuing education credit and financial incentives and support.

4. Training Model, Activities, and Participants

The Training model

As illustrated in Figure 1 on the following page, the Pathways Project was based on a systemic approach to inservice training described by Winton (1990) and was grounded in a participant-centered orientation and parent-professional partnerships.

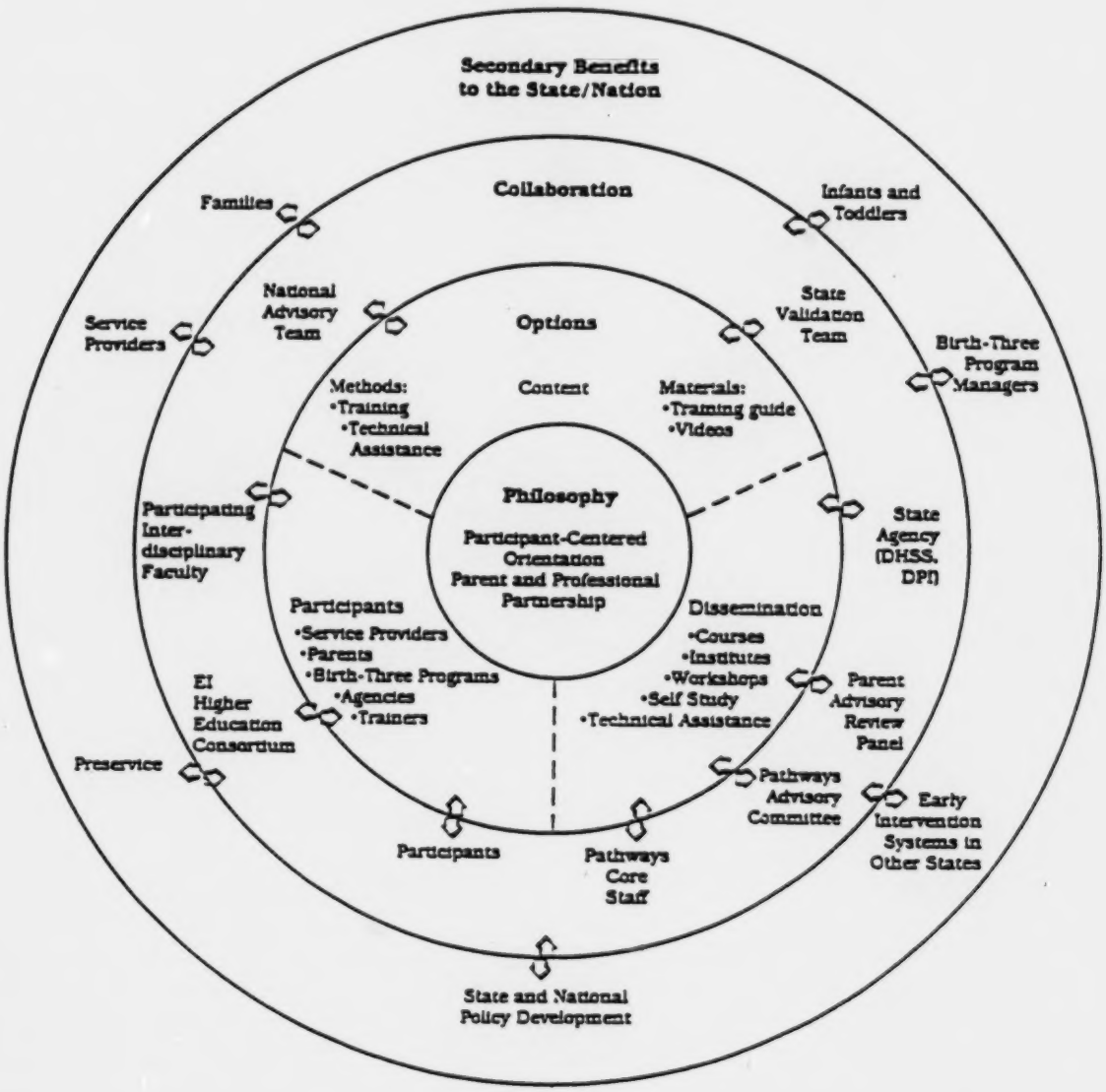
The **participant-centered orientation** was achieved through: 1) tailoring experiences to meet individual trainee needs, 2) offering a variety of options to trainees so that they exercised control and guidance over their learning, and 3) validating training materials and strategies through the use of "practicing experts" who provide service coordination in local community programs and a panel of national advisors.

Parent-professional partnerships were fostered through the employment of parents as staff and consultants, the development of parent and professional teams in training and field experiences, and the inclusion of parents and professional teams in all Project activities. Parents were viewed as experts in their own right on the needs of families and children. Their participation in the design, planning and implementation of Project activities helped assure that all materials and training practices fully recognized the critical, varied, and changing roles that parents play.

Collaboration was the underlying process of the Pathways training approach. Project structure promoted the bi-directional flow of information and resources into and out of the Project (see Figure 1). Information came into the Project from parents and professionals on the Pathways Advisory Committee, the Community Validation Team, the National Advisory Group, course participants, ICC members, state and lead agency representatives, members of the Early Intervention Higher Education Consortium, interdisciplinary faculty from three University of Wisconsin campuses and Pathways staff. Information related to the service coordination content, activities, and materials was effected by this input, revised and shared with those involved in the input phase and the wider early intervention community. Regular meetings were held with the Early Intervention Higher Education Consortium, program directors and managers of Birth to Three Programs, and state and lead agency representatives who provide ongoing technical assistance to service providers throughout the state.

The reciprocal nature of the collaboration allowed for the Project to have impact beyond those directly enrolled in the Inservice courses. The Project provided information for state level policy makers, program administrators and higher education faculty. Influencing these three allowed for a statewide systems impact by facilitating the development of the state's early intervention program toward a more family-enhancing, coordinated, and interdisciplinary framework.

Pathways: Service Coordination Inservice Project Model



Pathways, 1996

Core Training Methods:

The organization of inservice trainings varied widely. Having the flexibility to modify organization and content was consistent with Project principles and the ecological perspective upon which this Project was built. Numerous variables could affect the participants' ability to attend and benefit from inservice training. Some factors include resources (e.g., time, funding), community (e.g., urban versus rural, cultural issues), and current level of expertise in the content area (e.g., years of service provision, years since child with special needs was identified, previous training). The Inservice course was developed to be responsive to these and other factors by having multiple options for course participation. Over the three years of the Project, at least three methods of training organization and dissemination were developed, field-tested, evaluated, and revised:

The first method was the **semester-long, for-credit** (graduate and undergraduate) Inservice course co-sponsored by Pathways and collaborating University of Wisconsin interdisciplinary faculty. The frequency and intensity of a semester-long course provided the opportunity to thoroughly cover the materials and planned activities. Over the three years of the Project, the Inservice course was piloted and field-tested at three university training sites. Faculty at the University of Wisconsin campuses in Milwaukee, Eau Claire, and Madison collaborated with Project staff.

During the second and third years and concurrent with the semester-long inservice offerings, further course adaptations were initiated in the form of: 1) **workshop adaptations** for regional training and training at the four collaborating training sites; 2) **distance learning technologies**; and 3) **Training Institutes** providing a more compact and intensive way to disseminate portions of the training materials.

An additional focus of the last year of the Project was to develop, pilot, field test and evaluate a **correspondence course** based on the content and materials developed for the on-site inservice course in service coordination.

Although there are numerous options for organizing and disseminating training content and activities, some techniques and methods were applied to each adaptation:

- Model parent and professional partnerships in all training activities.
- Use self-assessment and individualized learning plans to assist participants in choosing and prioritizing the outcomes desired from their involvement in the training.
- Select field-based experiences to assist participants in meeting their course outcomes. Participants were asked to keep a journal to track their activities and reflect on issues and questions arising from those experiences.

- Design flexible trainings to accommodate the various needs of the participants. Setting training agendas, in cooperation with participants, prior to each major topic area assisted trainers in focusing on specific issues and questions from the participants.

- Apply a problem-solving approach based on family and service provider stories as a means for explaining theory and practices in service coordination.

- Thread adult learning principles (i.e., how adults prefer to learn and learn best; effective learning requires active participation, interaction and reflection) through all elements of training development and presentation.

- Employ training methods that promote the acquisition of new skills and knowledge. These include:
  - presentation of theory or description of skills or strategies (via lectures, the case method of instruction, panels, discussion),
  - modeling or demonstration of skills (demonstration, role play, video),
  - practice in simulated situations or use of family and professional stories,
  - structured and open-ended feedback (regular and consistent feedback; skill practice).

Core Training Content:

What do service coordinators need to know and what skills do they need to meet the challenges they encounter? To answer this question, the following sources were tapped: 1) needs assessments and focus groups with a variety of stakeholders, including family members, service coordinators, program coordinators, higher education faculty, and local and state agency representatives; 2) state and national advisory committees; 3) current literature, resources and practice in early intervention; 4) several field tests of the Pathways Project's curriculum with input from community sites; and 5) agenda setting with and feedback from each group of trainees.

A distillation of the information gathered from the sources described above shaped the curriculum that has evolved over the three years of the Project. Two predominant categories of skills and knowledge emerged:

1. **Personal skills and knowledge:** values, attitudes, skills and knowledge related to families, disability, culture, communication, conflict management, grief, boundary setting, self care and stress reduction.

2. **Specific knowledge and skills related to service coordination:** the law; federal, state, and local early intervention system; the IFSP document and process; and management of the functions related to service coordination.

Core Training Materials:

The core training content is reflected in the supplementary training materials used to support the inservice offerings and include:

- *Pathways: A training and Resource Guide for enhancing skills in early intervention service coordination.* This guide contains the content, activities, family and professional stories for problem-solving activities, readings and references for each module of information.

- *Pathways in early intervention service coordination.* A video tape with a companion discussion guide for inservice and preservice training. This 30-minute training tape illustrates some of the personal challenges in the provision of service coordination. It features an interactive problem-solving format using four realistic vignettes.

- *Pathways to effective service coordination for infants and toddlers with disabilities and their families: An independent learning course* (C896-200). A correspondence course with a set of materials and workbook was developed from the semester-long inservice course content and activities.

- The *Self Assessment of Skills and Knowledge in Early Intervention Service Coordination* was developed. The Self-Assessment is comprised of three components: skills and knowledge self-assessment, an Individual Learning Plan, and Reflections on the Individual Learning Plan and Future Directions.

The Training Activities

For-Credit Semester-long Courses

- June 28 through November 12, 1994 - "Workshop in Exceptional Education: Partnership in Service Coordination, Birth to Three" was co-sponsored through the University of Wisconsin-Milwaukee. Feedback from this pilot was incorporated into revised course materials and activities for the following field-test at two additional campuses.

- Fall semester, 1994 - "Partnership in Service Coordination, Birth to Three" was simultaneously broadcast between the University of Wisconsin-Madison and Eau Claire campuses using compressed video technology.

Training Institutes:

- April 13 and 14, 1994 - "Navigating the System in Support of Young Children with Special Needs: Strategies in Service Coordination" was held in Oshkosh.

- April 6 and 7, 1995 - "Parents and Professionals - Partners in Service Coordination" was held in Wisconsin Rapids.

- June 26, 27, and 28, 1996 - "Pathways: Training Institute on Early Intervention Service Coordination" was held in Madison.

Workshops

- May 25, 1994 - Co-service Coordination: Parents and Providers Working Together" in Langlade.

- May 22 and June 12, 1995 - "Co-Service Coordination: A Parent and Provider Partnership in Birth to Three" in Janesville.

- February 1, 1996 - "Service Coordination Training" in Eau Claire

- January 30 and July 25, 1996 - "Support for Early Intervention Providers" in Appleton.

- March 19, April 16, June 11, July 9, October 1, and November 26, 1996 - "A Series of Informational and Sharing meetings on Service Coordination" in Wauwatosa. Topics included: Meeting timelines/Meeting family needs; Keeping the family-centered focus; Managing your responsibilities; The Impact of services; Day care for children with special needs; and Community-based Intervention.

On-site Technical Assistance

- Project staff has met numerous times with each of the four training sites and based on need assessments have presented on topics such as: stress reduction, parent and provider partnerships, communication, resource organization and team building.

- Written resources and materials have been shared on a variety of topics (e.g., transition) and telephone support has been available.

Correspondence Course

- Pathways staff has developed a correspondence course, *Pathways to Effective Service Coordination for Families of Infants and Toddlers with Disabilities and their families: An independent learning course*, with content organized into three sections and 12 units (see Table 2). Participants receive five Continuing Education Credits. The course is currently available nationally through the University of Wisconsin-Extension.

Table 2, Pathways to Effective Service Coordination for Families of Infants and Toddlers with Disabilities and Their Families: an Independent Learning Course

Section I: Foundations of Service Coordination	
Unit 1:	Early Intervention Service Coordination: Introduction and overview of the Service Delivery System
Unit 2:	Service Coordination and Part H of the Individuals with Disabilities Education Act and WI HSS90/Approaches to Service Coordination
Unit 3:	Parent and Professional Partnerships
Unit 4:	Values and Diversity in Early Intervention
Section II: Roles and Responsibilities of Service Coordinators	
Unit 5:	The Individualized Family Service Plan (IFSP)
Unit 6:	Facilitating Transitions
Unit 7:	Families Experiencing Multiple Stressors/Roles and boundaries
Unit 8:	Interagency Collaboration--family-centered problem solving
Section III: Skills for Effective Service Coordination	
Unit 9:	Leadership, Teamwork and Communication Skills for Service Coordinators
Unit 10:	Organizing and Managing Your Responsibilities
Unit 11:	Support for the Service Coordinator
Unit 12:	Service Coordinator as Change Agent

The Training Participants:

The following Table 3, The Training Participants, summarizes the number of participants and the average satisfaction ratings across each training adaptation. Participants included a mixed group of parents, providers, program coordinators, and faculty. Parents were supported to be participants through scholarships, tuition reimbursements, and support for child care and travel.

Table 3, Training Participants

Training Options	Location	Date/s	Number	Course Satisfaction (overall, 4 point scale)
For-Credit Semester-Long Courses				
UW-Milwaukee	Milwaukee, WI	June-November, 1994	19	3.77
UW-Madison	Madison, WI	September-December, 1994	7	3.14
UW-Eau Claire	Eau Claire, WI	September-December, 1994	10	3.14
TOTAL			**36**	
Training Institutes				
Navigating the System	Oshkosh, WI	April, 1994	22	3.68
Parents and Professionals: Partners in Service Coordination	WI Rapids, WI	April, 1995	24	3.81
Pathways Training Institute	Madison, WI	June, 1996	56	3.45
TOTAL			**82**	
Workshops				
Wisconsin Head Start Conference - Conflict: It Doesn't Have to be Bad Service Coordination and Parent Involvement	 Oshkosh, WI Eau Claire, WI	 June, 1994 September, 1996	 80 30	 NA NA
Case Management Conference - Models of Service Coordination Caring for Ourselves	Oshkosh, WI	 May, 1994 May, 1996	 8 50	 NA NA

Co-Service Coordination	Langlade, WI Janesville, WI	May, 1994 June, 1995	27 15	3.18 3.67 & 3.50
Moving Forward: What to do When Teams Get Stuck	Green Bay, WI	August, 1995	12	
Support for Early Intervention Providers	Appleton, WI	January & July, 1996	13	Range 4.0-4.64 (5 point scale) 4.25-4.81 (5 point scale)
Service Coordination Training	Eau Claire, WI	February, 1996	22	3.38
Leadership and Change Agent Skills	Wintergreen, WI Tomahawk, WI	February, 1996	25	
A Series of Informational and Sharing Meetings on Service Coordination	Wauwatosa, WI	March, April, June, July, October, November, 1996	18-32	(5 point scale) 3.38-4.21, Mean of 3.825
Creative Collaborative Care Birth to Five Collaborative Conference - Videos, Vignettes and Stories: Meaningful Ways to Learn and Practice New Skills	Stevens Point, WI	August, 1996	35	
TOTAL			**335-349**	
On-Site Technical Assistance				
Langlade County	Langlade, WI	January, 1994-July, 1996	9	
Milwaukee Women's Center	Milwaukee, WI	January, 1994-July, 1996	10	
Portage	Portage, WI	April, 1994-July, 1996	12	
Bridges for Families	Madison, WI	November - July, 1996	15	
TOTAL			**46**	

National Meetings				
Combined Meetings/NEC*TAS - Let's Talk About Service Coordination What's Happening in the Implementation of Family-Centered Service Coordination Pathways Service Coordination Model: Issues and Strategies Family-Centered Services/Service Coordination: Improving the Process	Washington, DC	 January, 1993 November, 1994 November, 1995 November, 1996	 24 50 60 60	
Int'l Early Childhood Conference on Children with Special Needs, DEC 1994- Supporting the Service Coordinator Roles for Parents in Early Intervention Personnel Preparation: Planners, Trainers and Participants	St. Louis, MO	October, 1994	 45 40	
Int'l Early Childhood Conference on Children with Special Needs, DEC 1995 - Paving the Road of Transition: Parent-Professional Partnership	Orlando, FL	November, 1995	70	
International Parent to Parent Conference - Systems Change: Roles for Parents in Educating Professionals	Albuquerque, NM	March, 1996	40	
Innovations in Early Intervention	Cromwell, CT	November, 1996	35	
Int'l Early Childhood Conference on Children with Special Needs, DEC 1996- Knowing What You Want: Self-Assessment as a Tool for Individual Learning Caring for Others Begins With Taking Care of Ourselves Everything You Ever Wanted to Know about Early Intervention Service Coordination: A Curriculum to Enhance Competencies (poster session)	Phoenix, AZ	December, 1996	 80 80 30	
Zero to Three, Eleventh National Training Institute - Parent and Professional Partnerships: Creating a New Alliance A Curriculum to Enhance Competencies in Early Intervention Service Coordination: A Description of Content and Process	Washington, DC	December, 1996	 50 80	
TOTAL			**744**	

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Guest Lectures				
UW-Madison: Nursing 647 Interdisciplinary Issues in Early Intervention Service Coordination in Early Intervention	Madison, WI	 April, 1995 April 9, 16, 23, 1996	 8 15	
UW-White water: Service Coordination and Transition	White water, WI	July, 1996	13	
TOTAL			**36**	
Faculty Development				
Midwestern Consortium: Modifying Existing Training Activities to Include Interdisciplinary, Family-Centered Perspectives	Minneapolis, MN	June, 1994	30	
Midwestern Consortium: Understanding Service Coordination-Preparing Interdisciplinary Personnel	Minneapolis, MN	June, 1995	35	
Wisconsin Higher Education Consortium: Parent Involvement in Pre-service and In-service Training in Fields Related to Early Intervention	Madison, WI	February, 1995	6	
TOTAL			**71**	
GRAND TOTAL			**1350-1364**	

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5. List of Methodological or Logistical Problems

The Pathways Project has successfully met the goals and objectives proposed in the initial proposal. Over the three years of the Pathways Project each goal and objective was achieved but there were a few instances where timelines or decisions were altered. In general alterations were made due to formative feedback and evaluation findings. The development of the correspondence course, however, has taken longer than originally projected and is discussed below.

The correspondence course, *Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and their Families: An Independent Learning Course* is written and ready for distribution through the University of Wisconsin-Extension for continuing education credit. The collaboration process to secure support for the course, the construction and editing of the course was a longer process than expected. Negotiating across Departments and bureaucracies at the University of Wisconsin caused a few road blocks and was the major reason for the time line being altered. Project staff continues to pursue university credit for the correspondence course through the Department of Social Work. Initial negotiations with the Chair of the department were favorable and Project staff are currently meeting individually with faculty to introduce the course and seek their support in gaining departmental support for the course. This process will be continued even after the Pathways Project's end.

A Project goal was to adapt the Pathways inservice course to distance technology. Initial thoughts at the outset of the Project were to use the Educational Teleconference Network (telephone) as the method of dissemination. However, the Department of Instructional Technology put out a request for proposals for the use of compressed video as a teaching method. The Pathways staff responded to the proposal and was successfully awarded funding to use the University's facilities and technical support in offering the course via compressed video. The course was highly rated by the participants but the technology fared less well. Specific evaluations of the medium found many participants feeling uncomfortable with the technology albeit more comfortable as the semester progressed. The participants also found the technical glitches interfered with the flow of the course and felt as though, at times, the technology distracted them from the content.

6. Evaluation Findings

The Project's evaluation plan guided the development of all Project activities and materials. It was designed to collect qualitative and quantitative data on the effectiveness of the inservice training model, continuum of learning opportunities, and supplemental training. Ongoing information on the effectiveness of the Pathways Project was measured by assessing participant reactions, monitoring self-selected learning plans, measuring perception of knowledge and competencies gained, and obtaining follow-up impact information. More broadly based information was collected to determine the impact of the Project on statewide implementation of service coordination, inservice utilization, and change in preservice curricular content. Evaluation data was used for program improvement, decision-making, feedback to participants, and reporting results to the funding source and the field at large. The evaluation efforts of this Project reflected the belief that change is a long-term, non-linear, and gradual process built on planned systems impact, peer support and individual needs.

Evaluation of the effectiveness of various components of the Pathways Project was an integral and important effort of the project. The Project employed a tri-phase evaluation process recommended by Johnson and La Montagne (1994). In the tri-phase framework, evaluation is conceived of as one process made up of three interwoven phases: input, process, and outcome. In each phase, evaluation efforts focus on different aspects of project information for different purposes. In the input phase, attention is directed at determining needs and developing the program to assure that it responds to those needs. In the process phase, attention is directed at monitoring progress toward meeting project objectives and in determining discrepancies between what was proposed and what is implemented. These two phases build on each other and constitute the formative component of the project evaluation. The last phase, outcome, is part of the summative evaluation and focuses attention on the impact of the project. The following section provides a summative evaluation data that was collected and analyzed throughout the Project.

For-Credit, Semester-Long Course Satisfaction, Effectiveness and Impact on Services:

Satisfaction (degree to which participants found the trainings useful and enjoyable) was measured using both quantitative and qualitative measures. Satisfaction was consistently high across all trainings. On a 4 point scale (4=high, 1=low), most aspects of the trainings were ranked above 3.5. It should be noted that the second semester-long course was taught between two sites--at the University of Wisconsin-Madison and Eau Claire campuses--using interactive compressed video technology. This course had a lower overall rating of satisfaction than other trainings. In specific evaluations designed to measure satisfaction or participant reaction to the use of the technology, it was clear that participants were less comfortable with this medium than with traditional class models.

Course effectiveness (changing participants' skills and knowledge) was measured for the semester-long courses only. These courses were taught in collaboration with the Universities of Wisconsin at Milwaukee, Madison and Eau Claire. (As mentioned previously, one of the courses was offered simultaneously via compressed video technology between the Madison and Eau Claire campuses). The self-assessment instrument was used as a pre- and post-test measure of the participants' perceived change in their knowledge and skills related to service coordination. A matched pairs comparison of pre-and post-test scores revealed significant participant-perceived changes in their skills and knowledge in service coordination for both courses (see Appendix A for t-test results).

Course impact (effects on service coordination practice) was measured by offering participants in the semester-long courses the option of completing a follow-up questionnaire by mail or telephone interview three to four months following the last session. Participants completed a total of 32 questionnaires out of a possible 40 and expressed the following themes: personal knowledge related to service coordination increased; skills in working with families were enhanced; changes were made in the participants' early intervention program in areas such as organization of procedures to make them more family-friendly; and interagency collaboration and cooperation was developed or strengthened. See Appendix B for the complete evaluation with qualitative remarks and the courses' syllabi.

Training Institutes:

Satisfaction (degree to which participants found the trainings useful and enjoyable) was measured using both quantitative and qualitative measures. Satisfaction was consistently high across all trainings. On a 4 point scale (4=high, 1=low), most aspects of the trainings were ranked above 3.5. See Table 4 for a summary of participant satisfaction.

Workshops:

Workshop evaluations were completed when the Pathways Project was sponsoring the event. Summaries of the quantitative findings are located on Table 3, The Training Participants, in the far right-hand column. Numerous state and national presentations were provided throughout the Project period. For many of these that Pathways staff were invited to attend or had accepted proposals the evaluations were not available. Often times evaluations were not completed; were part of an aggregate evaluation of the event and the specific presentation by Pathways staff could not be disambiguated; or the results were not accessible to the Project.

On-site Technical Assistance:

On-site technical assistance with the four training sites was evaluated in an on-going fashion in collaboration with each program liaison (usually the early intervention program coordinator or manager) to the Pathways Project. Periodic conversations via telephone and in person, letters and memos, and yearly written requests asking for specific feedback as to whether our relationship

was beneficial were used. These methods helped Project staff and program liaisons to change focus of assistance and support, determine next steps and future directions. In the last six months of the Project each training site was contacted by letter to thank them for their participation and to determine whether there were ways to continue efforts that were initiated during the Project period.

In conclusion, the **Pathways: Service Coordination Project** proved to be an effective statewide training and technical assistance model that was consumer-driven, context-specific, and guided by collaborative efforts among parents and professionals.

Table 4, Training Institutes

	Navigating the System (N=11) 1994	Parents & Professionals: Partners in Service Coordination (N=11) 1995	Training Institute (N=35) 1996
Overall Rating	3.68	3.81	3.45
Relevance of Content & Activities	3.64	3.54	3.42
Overall Organizations	3.91	3.81	3.69
Employment of Activities	N/A	3.54	3.66
Usefulness of Materials	3.68	3.81	3.75

7. Project Impact

Options-based Inservice Training Model

A primary purpose of the Pathways Project was to validate an inservice model that incorporated principles of parent-professional partnerships, participant-centered learning and collaboration. The Project's evaluation findings show this model has components that: 1) are effective in changing participant's skills and knowledge, 2) positively influence how services are provided to children and families, and that 3) participants find useful, relevant and enjoyable. Therefore a major impact of the Project is the availability of an effective statewide training and technical assistance model that is consumer-driven, context-specific, and guided by collaborative efforts among parents and professionals that can be replicated nationally.

Inservice Curriculum on Service Coordination and Adaptations

Over the three years of the Project, a curriculum for training in early intervention service coordination evolved through piloting, field-testing, revisions and continual evaluations. The content and activities were finally produced in three formats that include: 1) a curriculum guide, 2) videotape and companion guide, and 3) correspondence course. The guide and video tape are useful for parent and service provider inservice training and for interdisciplinary discipline specific preservice courses. Pathways staff has used the content, activities, and materials for a variety of successful training adaptations. The guide and video tape's content and activities can be tailored for participants who have varying levels of knowledge and skills. Trainers are encouraged to structure activities to make the best of the abilities each participant brings to the training.

The trainings are designed to include parents in the delivery of content. Parent participation is invaluable; they add their perspective and experience to discussion. Parents as presenters in the training sessions are highly rated in all evaluations of the Pathways trainings. Recruiting parents as participants as well as presenters is highly recommend for yielding the greatest impact on training participants.

Inservice Training:

Trainers providing service coordination inservice for health, education, and social services personnel will find the guide and video tape to be an invaluable resources. These resources can be used in part or in their entirety, although each section of the guide and each video vignette were designed to be self-contained. The guide and video tape can serve as a basis for inservice training, self-study by individuals new to the field of early intervention service coordination, or for program staff development (e.g., problem solving using the stories in Section IV or distributing the guide's resources for staff and families).

Preservice Training:

Faculty from a variety of departments associated with early intervention from across Wisconsin received copies of *Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination* and have incorporated the service coordination content into existing course work. Faculty from across the country will also find the Project's supplementary materials and course adaptations useful sources for curricula development and student training. The content and activities are appropriate for interdisciplinary courses as well. The guide can assist faculty in their development or preparation of lectures, course modules, or semester-long courses. Guide content can be infused into existing courses related to infants and toddlers with special needs and their families.

Product Development

There were three major products developed during the Project:

Pathways: A Training and Resource Guide for Enhancing Skills in Early Intervention Service Coordination

Pathways in Early Intervention Service Coordination: A Video and Companion Guide

Pathways to Effective Service Coordination for Infants and Toddlers with Disabilities and Their Families: An Independent Learning Course (C896-200)

The training and resource guide and the video tape are available through the Early Intervention Program at the Waisman Center at the University of Wisconsin-Madison. The correspondence course is available through Independent Learning at the University of Wisconsin-Extension, 432 N. Lake Street, Madison, WI 53706-1498 or by calling 1-800-442-6460 or 608-262-2011. See Appendix C for a copy of the brochure for specific ordering information that was used in dissemination efforts.

Dissemination Efforts

Brochures, Catalogs & Newsletters: Each training adaptation was advertised through brochure and disseminated to parent, provider, state agency personnel, and faculty mailing lists. A product brochure was developed and mailed to approximately 1700 individuals or organizations across the country. Relevant state and national newsletters carried announcements of Project events and the availability of the curriculum material. The correspondence course is nationally advertised through the Independent Learning Department of the University of Wisconsin-Extension.

Conferences: As listed in Table 3 Pathways staff have presented at numerous state and national conferences to share the findings of the Project and to familiarize attendees with

the Project's curriculum content and activities and products. The video tape and guide were highlighted at the Zero to Three Conference in November, 1996. The Zero to Three newsletter also favorably reviewed the video tape and companion guide in the Winter 1996 issue.

World Wide Web: A web site, *Pathways: Service Coordination Project Web Site* (http://www.waisman.wisc.edu/earlyint/pathways) has been developed as a means to disseminate information related to the Project's curriculum and activities. Visitors to the site can review excerpts of the training guide and video and find out about current and upcoming events related to the Project. Information about the Pathways Project and its materials are also posted on other electronic bulletin boards (e.g., NEC*TAS, Zero to Three, LRP-Ed-Online).

Outreach Project: A grant proposal was submitted to the Office of Special Education and Rehabilitation Services (OSERS) outreach competition to extend the benefits of the validated model of inservice training to other states in the nation. The award was made and the Pathways Project has now successfully moved into an Outreach Project. Currently, Pathways is providing intensive training and technical assistance to Wisconsin, New Jersey, Idaho, Kentucky, Mississippi, Florida, and New Mexico. Pathways has also worked in Iowa and Illinois and is currently negotiating with West Virginia.

Publications: The Parent Facilitator and Project Coordinator have co-authored a chapter that is a culmination of the work completed during the Project:

Rosin, P. & Hecht, L. (In Press). Service coordination in early intervention: Competencies, curriculum, challenges and strategies. In P. Winton, J. McCollum, & C. Catlett (Eds.) *Reforming personnel preparation in early intervention: Issues, models and practical strategies*. Baltimore, MD: Paul H. Brookes Publishing Company.

Additionally, several Project staff authored a book which draws upon the content and activities developed during the Project:

Rosin, P., Whitehead, A., Tuchman, L., Jesien, G., Begun, A., & Irwin, L. (1996). *Partnerships in family-centered care: A guide to collaborative early intervention*. Baltimore, MD: Paul H. Brookes Publishing Company.

Project's Effect on the Field of Early Intervention

The Project contributed to knowledge and practice in the field of early intervention by developing, testing, and refining a model for training service providers across the state in the targeted competency areas. An effective training models, such as Pathways, is critical to the success of Part H of IDEA in Wisconsin and other states. The validated training model, service coordination curriculum and supplementary training materials, and evaluation and effectiveness

data has been and continues to be useful to other states as they plan their own solutions to the problems of personnel shortages and the need to re-train practicing service providers in early intervention to work with families to coordinate early intervention services.

One major outcome of the Project was to increase the knowledge and skills of early interventionists from a broad range of disciplines, parents of children with special needs, and program managers and administrators of Birth to Three programs in competencies related to service coordination. A "ripple effect" was predicted from Project activities, in that Project participants would share what they have learned with their co-workers, other families, and program managers. Follow-up interviews with Inservice participants showed this to be true in that participants reported that what they learned and the skills they developed were making an impact on their own ability to coordinate services and that this affected service coordination practices at the program level (see Appendix B). This ripple effect should continue to provide impetus for the slow but sure transformation of services toward true family support and enhancement of existing resources and strengths throughout the state.

Specifically, at the end of three years over 525 trainees in Wisconsin from allied health, education, and social service fields gained specific knowledge and skills in family-centered service coordination while over 755 participants received service coordination through attendance at Pathways presentations at national conferences. Additionally, staff from four training sites, parents, higher education faculty, and consultants from around the state participated in a statewide effort to enhance the services that are provided and the abilities of those providing the services. This broad participation assisted in the overall process of developing policy for the full implementation of the state's early intervention program. The Pathways Project built on the state's overall capacity to provide high quality, family-centered service coordination for infants and toddlers with special needs and their families.

8. Future Activities

The Pathways Project extends beyond its grant period in at least four ways: 1) continuation of the Pathways Service Coordination Outreach Grant using the inservice training model and materials from the Inservice Project; 2) exploration with Theresa Donnelly from Paul H. Brookes Publishing Company into formally publishing the resource and training guide; 3) further negotiation with Independent Learning and the Department of Social Work at the University of Wisconsin-Madison to obtain university credit in addition to Continuing Education Credit for the correspondence course; 4) continued dissemination of the Project's products through brochure, WWW site, conferences and catalog.

It is expected that parents, providers, faculty, and administrators will benefit from the materials and procedures developed in the Project for years to come. The ultimate beneficiaries will be infants and toddlers with disabilities who will benefit from more comprehensive and coordinated services.

9. Assurance Statement

This final report on the Pathways Project will be distributed to interested stakeholders who participated in the Project and to others at their request. In addition, three copies of the full final report will be sent to the Office of Special Education Programs, U.S. Department of Education while one full copy will be sent to ERIC/OSEP Special Project, ERIC Clearinghouse on Handicapped and Gifted Children. As required, one copy of the title page and abstract will be sent to: NEC*TAS; National Clearinghouse for Professions in Special Education, Council for Exceptional Children; The National Information Center for Children and Youths with Disabilities (NICHCY); the Technical Assistance for Parent Programs Project (TAPP); the National Diffusion Network; Children and Adolescent Service System Program (CASSP); and the seven Resource Centers across the country. For those with access to the Internet the entire final report will be available on the Pathways Service Coordination Project Web site at http://www.waisman.wisc.edu/earlyint/pathways.

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List of Appendices

Appendix A: ..... T-Test Results

Appendix B: ..... University Courses Evaluations and Syllabi

Appendix C: ..... Product Brochure

Appendix A

T-Test Results

Pathways - Milwaukee Summer Course

T-Tests: Pre-tesst versus Post-test Scores

Legal Issues - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
LI_KP Pre-test	15	17.4667	5.069	1.309	-5.6667	5.122	1.323	.375	.168	-4.28	14	.001
LI_KS Post-test		23.1333	3.944	1.018								

Legal Issues - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
LI_PP Pre-test	14	24.5000	2.653	.709	.4286	4.879	1.304	.245	.399	.33	13	.748
LI_PS Post-test		24.0714	4.795	1.282								

Service Coordination - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SC_KP Pre-test	18	12.6111	3.567	.841	-3.7778	3.979	.938	.033	.898	-4.03	17	.001
SC_KS Post-test		16.3889	1.883	.444								

Service Coordination - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SC_PP Pre-test	17	17.4706	2.478	.601	-.1765	3.067	.744	.233	.369	-.24	16	.815
SC_PS Post-test		17.6471	2.473	.600								

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Family and Systems Functioning - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
FST_KP Pre-test	17	7.5882	2.647	.642	-2.7059	2.867	.695	.040	.879	-3.89	16	.001
FST_KS Post-test		10.2941	1.213	.294								

Family and Systems Functioning - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
FST_PP Pre-test	17	10.2941	2.173	.527	-.1176	1.536	.373	.724	.001	-.32	16	.756
FST_PS Post-test		10.4118	1.906	.462								

Team Functioning - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
TF_KP Pre-test	15	17.0667	3.555	.918	-4.0000	4.106	1.060	.069	.807	-3.77	14	.002
TF_KS Post-test		21.0667	2.314	.597								

Team Functioning - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
TF_PP Pre-test	15	21.0667	3.327	.859	.8000	2.426	.626	.844	.000	1.28	14	.222
TF_PS Post-test		20.2667	4.448	1.148								

Personal Skills - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PS_KP Pre-test	17	28.5294	5.149	1.249	-2.4118	4.431	1.075	.541	.025	-2.24	16	.039
PS_KS Post-test		30.9412	3.733	.905								

Personal Skills - Piority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.

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PS_PP Pre-test	16	31.0625	6.904	1.726	-.5625	2.780	.695	.931	.000	-.81	15	.431
PS_PS Post-test		31.6250	7.588	1.897								

Service Coordination - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SCS_KP Pre-test	15	34.5333	7.827	2.021	-3.6000	6.822	1.761	.532	.041	-2.04	14	.060
SCS_KS Post-test		38.1333	5.792	1.496								

Service Coordination - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SCS_PP Pre-test	14	42.2143	7.728	2.065	.7857	3.867	1.033	.912	.000	.76	13	.461
SCS_PS Post-test		41.4286	9.263	2.476								

Knowledge Total

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
KNWL_TP Pre-test	12	102.5000	21.757	6.281	5833	16.189	4.673	.708	.010	-3.55	11	.005
KNWL_TS Post-test		119.0833	10.326	2.981								

Priority Total

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PRRT_TP Pre-test	10	132.1000	9.882	3.125	-2.1000	8.293	2.622	.669	.034	-.80	9	.444
PRRT_TS Post-test		134.2000	10.454	3.306								

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Eau Claire
T-tests: Pre-test versus Post-test Scores

Legal Issues - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
LI_KP	6	23.0000	4.147	1.693	-3.6667	3.204	1.308	.654	.159	-2.80	5	.038
LI_KS		26.6667	2.066	.843								

Legal Issues - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
LI_PP	4	24.7500	3.304	1.652	-2.0000	2.160	1.080	.757	.243	-1.85	3	.161
LI_PS		26.7500	2.500	1.250								

Service Coordination - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SC_KP	6	17.1667	3.764	1.537	-1.5000	2.881	1.176	.718	.108	-1.28	5	.258
SC_KS		18.6667	1.506	.615								

Service Coordination - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SC_PP	4	19.5000	1.000	.500	-.2500	.500	.250	1.000	.000	-1.00	3	.391
SC_PS		19.7500	.500	.250								

Family and Systems Functioning - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
FST_KP	6	9.0000	2.366	.966	-2.0000	2.098	.856	.463	.355	-2.34	5	.067
FST_KS		11.0000	1.095	.447								

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Family and Systems Functioning - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
FST_PP	4	10.0000	1.826	.913	-1.2500	2.062	1.031	.000	1.000	-1.21	3	.312
FST_PS		11.2500	.957	.479								

Team Functioning - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
TF_KP	6	18.6667	3.777	1.542	-3.8333	3.189	1.302	.536	.273	-2.94	5	.032
TF_KS		22.5000	1.975	.806								

Team Functioning - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
TF_PP	4	21.0000	2.582	1.291	-2.0000	1.633	.816	.775	.225	-2.45	3	.092
TF_PS		23.0000	2.000	1.000								

Personal Skills - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PS_KP	6	31.0000	4.290	1.751	-2.6667	4.131	1.687	.416	.412	-1.58	5	.175
PS_KS		33.6667	3.141	1.282								

Personal Skills - Piority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PS_PP	4	34.2500	2.363	1.181	-1.2500	1.500	.750	.917	.083	-1.67	3	.194
PS_PS		35.5000	1.000	.500								

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Service Coordination - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SCS_KP	5	38.6000	6.841	3.059	-5.8000	5.119	2.289	.724	.166	-2.53	4	.064
SCS_KS		44.4000	2.966	1.327								

Service Coordination - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SCS_PP	3	43.3333	4.509	2.603	-2.6667	2.517	1.453	.832	.374	-1.84	2	.208
SCS_PS		46.0000	3.464	2.000								

Knowledge Total

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
KNWL_TP	5	118.2000	20.657	9.238	-17.2000	15.547	6.953	.729	.162	-2.47	4	.069
KNWL_TS		135.4000	8.591	3.842								

Priority Total

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PRRT_TP	3	129.3333	12.055	6.960	-9.3333	7.024	4.055	.814	.394	-2.30	2	.148
PRRT_TS		138.6667	9.238	5.333								

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Madison
T-tests: Pre-test versus Post-test Scores

Legal Issues - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
LI_KP	8	17.7500	4.621	1.634	-6.6250	3.701	1.308	.600	.115	-5.06	7	.001
LI_KS		24.3750	2.973	1.051								

Legal Issues - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
LI_PP	7	24.8571	1.864	.705	-.5714	1.397	.528	.699	.081	-1.08	6	.321
LI_PS		25.4286	1.718	.649								

Service Coordination - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SC_KP	8	12.3750	2.722	.962	-4.3750	1.847	.653	.738	.037	-6.70	7	.000
SC_KS		16.7500	1.832	.648								

Service Coordination - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SC_PP	8	18.1250	1.458	.515	-.6250	1.188	.420	.631	.094	-1.49	7	.180
SC_PS		18.7500	1.282	.453								

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Family and Systems Functioning - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
FST_KP	7	7.8571	1.773	.670	-2.0000	1.732	.655	.440	.323	-3.06	6	.022
FST_KS		9.8571	1.464	.553								

Family and Systems Functioning - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
FST_PP	7	10.8571	.900	.340	.1429	1.464	.553	-.048	.919	.26	6	.805
FST_PS		10.7143	1.113	.421								

Team Functioning - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
TF_KP	8	15.6250	2.925	1.034	-4.5000	2.878	1.018	.322	.437	-4.42	7	.003
TF_KS		20.1250	1.727	.611								

Team Functioning - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
TF_PP	6	21.5000	1.225	.500	.5000	.837	.342	.745	.089	1.46	5	.203
TF_PS		21.0000	1.095	.447								

Personal Skills - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PS_KP	8	26.8750	4.853	1.716	-3.0000	3.928	1.389	.594	.120	-2.16	7	.068
PS_KS		29.8750	3.314	1.172								

Personal Skills - Piority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PS_PP	7	35.1429	1.215	.459	-.1429	1.069	.404	.581	.171	-.35	6	.736
PS_PS		35.2857	1.113	.421								

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Service Coordination - Knowledge

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SCS_KP	7	31.2857	8.261	3.122	-6.0000	5.745	2.171	.742	.056	-2.76	6	.033
SCS_KS		37.2857	7.653	2.893								

Service Coordination - Priority

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
SCS_PP	6	45.5000	3.017	1.232	-1.0000	3.286	1.342	.101	.849	-.75	5	.490
SCS_PS		46.5000	1.643	.671								

Knowledge Total

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
KNWL_TP	7	97.0000	20.704	7.825	-20.5714	14.797	5.593	.707	.076	-3.68	6	.010
KNWL_TS		117.5714	16.722	6.320								

Priority Total

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	(Difference) Mean	Standard Deviation	Standard Error	2-tail Corr.	2-tail Prob.	t Value	Degrees of Freedom	2-tail Prob.
PRRT_TP	6	133.6667	4.926	2.011	-2.1667	3.869	1.579	.626	.184	-1.37	5	.228
PRRT_TS		135.8333	2.639	1.078								

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Appendix B

University Courses Evaluations and Syllabi

THE UNIVERSITY OF WISCONSIN-MILWAUKEE
DEPARTMENT OF EXCEPTIONAL EDUCATION
AND
PATHWAYS: SERVICE COORDINATION INSERVICE PROJECT
OF THE WAISMAN CENTER
UNIVERSITY OF WISCONSIN-MADISON

COURSE TITLE: Workshop in Exceptional Education: Partnership in Service Coordination—Birth-to-Three

COURSE NUMBER: 360-589 Section 162

CREDIT: 3 credits

LEVEL: Undergraduate/Graduate

PREREQUISITES: Consent Instructor

COURSE DESCRIPTION: This interdisciplinary course's content focuses on the complex issues in service coordination as defined by Part H of the Individuals with Disabilities Education Act. Course topics were selected from best practice in service coordination in early intervention and a series of national and state focus groups of persons involved in coordinating service for infants and toddlers with special needs. Topics include: building partnerships, providing family-centered services in the face of limited resources, fostering a seamless service delivery system, understanding the multiple roles of service coordinators, family diversity, and interpersonal, communication and negotiation skills.

Issues in service coordination will be explored through a case study approach and through Individual Learning Plans. In addition, more traditional teaching methods such as lecture, discussion, and small and large group activities will be used.

COURSE OBJECTIVES: During the course, students will—

- ☐ describe the federal and state laws and rules related to service coordination
- ☐ evaluate the multiple roles of the service coordinator
- ☐ develop a national, state and local resource map to assist in providing families with accurate and appropriate information
- ☐ identify ways to build partnerships with family and other team and agency members
- ☐ analyze the impact on family diversity on providing service coordination
- ☐ identify and practice strategies related to communication, negotiation, problem-solving skills and change-agent skills
- ☐ develop strategies for dealing with logistical issues that can be barriers in service coordination

REQUIRED READINGS: All students must purchase a required reader for class. This reader is provided "at cost" for duplication and will be available the first night of class.

OPTIONAL TEXTS (AT UWM BOOKSTORE):

- ☐ Rosenkoetter, S.E., Hains, A.H., & Fowler, S.A. (1994). *Bridging early services for children with special needs and their families: A practical guide for transition planning.* Baltimore, MD: Paul H. Brookes Publishing Co.

- Swan, W.W., & Morgan, J.L. (1993). *Collaborating for comprehensive services for young children and their families: The local interagency coordinating council.* Baltimore, MD: Paul H. Brookes Publishing Co.

COURSE REQUIREMENTS AND EVALUATION:

1. **Self-Assessment and Individualized Learning Plan** (20 points)

   This tool assists the student in directing the course to achieve their personal outcomes. An Open-Ended Questionnaire and Skills and Knowledge Self-Assessment will be completed prior to the writing of the Individualized Learning Plan. The Individualized Learning Plan is an action plan completed in collaboration with a course facilitator to organize, set priorities, develop strategies, identify resources and evaluate progress toward the intended outcomes. The final component of the Self-Assessment is the Reflection on the Individual Learning Plan and Future Direction form. This component assists in determining whether course outcomes were accomplished, how they were accomplished, and to set future outcomes.

2. **Written Project and Oral Report or Poster Format and One Page Abstract** (50 points)

   A course project on a topic of your choice with relevance to issues related to service coordination is to be completed. The selection of the project is based on your Self-Assessment (i.e., the knowledge and/or skills you want to gain by taking the course). The project will be self-directed with support from a course facilitator.

3. **Field-Based Activities and Journal Keeping** (20 points)

   The field-based activities selected are based on the skills or knowledge to be gained through the course as outlined in the Individualized Learning Plan. A 15-hour minimum is required for completion of field-based activities. The selection of field-based activities will be determined through collaboration with the course facilitator.

4. **In-Class Discussion Assignments** (10 points)

   Each student will sign-up and lead one discussion topic over the course of the seminar. These assignments will require students to focus on specific issues. The student will read all readings assigned for the date chosen. These readings are found in the class reader. Each student will serve as a "local expert" and make a 10 to 15 minute presentation of the material in a small group and type a one to two page paper that briefly summarizes key points and personal reactions to the readings. At the end of the paper, students will include pertinent discussion questions. The discussion questions should be ones that can generate discussion, not to be answered by simple repetition of obvious material. All discussion papers are due on July 14, but may be submitted earlier.

5. **Graduate Student Project** (50 points) for graduate students only

   The purpose of this project is to provide graduate students the opportunity to investigate or implement changes in their existing service coordination practices. This goal can be met by a number of ways. This list is by no means complete. Alternative project proposals are encouraged. Some options are:

   a. Designing new strategies/procedures
   b. Developing new methods for gathering information from families

c. Reviewing and evaluating existing service coordination practices within your program or across programs and developing a plan for change
d. Educating colleagues through inservice about new ideas in early intervention service coordination
e. Planning interagency/interdisciplinary team activities involving service coordination

NOTE: The project can be a detailed plan that is designed for later implementation (e.g., during the school year).

Procedures for completing this assignment:

a. Prepare a brief, written description of your proposed project—due July 5.
b. After obtaining approval, complete project as agreed upon with the instructors.
c. Project is due on November 10.

COURSE EVALUATION:

Assignment	Points	Date Due
1. Written ILP	20	July 7
2. Written Project/Report or Poster/Abstract	50	November 10
3. Field-Based Activities & Journal	40	November 10
4. In-Class Discussion & Paper	10	As assigned; paper due July 14
5. Graduate Student Project	50	November 10

GRADING SYSTEM

Credits	Status	Points
3 credits	Undergraduate	120
3 credits	Graduate	170

Final Grading	94—100 = A	82—84 = B-	69—71 = D+
(overall %tage	91—93 = A-	78—81 = C+	66-68 = D
XX/120	88—90 = B+	75—77 = C	60—65 = D-
XX/170)	85—87 = B	72—74 = C-	Below 60% F

Comments: Any student with disabilities whose presence in this class requires modification of the course presentation or requirements must submit a written request to that effect to the instructor by the second class period.

In accordance with UWM administrative policy, sexual harassment is reprehensible and will not be tolerated by the University. This class will not tolerate such behavior as it creates an unacceptable educational environment.

COURSE OUTLINE

DATE	FACILITATORS	TOPIC	READINGS/ ASSIGNMENTS
June 28	Hains, Rosin, Hecht, Tuchman	•Introductions and overview of course •Service coordination and Part H •Mapping the service coordination system	Self-assessment
June 30	Rosin, Hains, Hecht	Roles, Partnerships and Diversity	
July 5	Hecht, Hains	Accessing, Coordinating and Funding Early Intervention	
July 7	Rosin, Hains, Hecht	Conflict Management, Communication, Negotiation and Mediation	Initial ILP
July 12	Hecht, Hains	Families with Multiple Stressors	
July 14	Tuchman, Hains, Hecht	Emotional and Logistical Support for the Service Coordination	
*Nov. 12 9:00—3:00	Hains, Rosin, Hecht, Tuchman, Jesien	Project Presentations and the Individual Learning Plan	•Projects due •Journals due •Post Self Assessment •Course evaluation •Graduate Projects Due

**At Whitefish Bay High School, Room 259*

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UNIVERSITY OF WISCONSIN-EAU CLAIRE
DEPARTMENT OF SPECIAL EDUCATION
AND
UNIVERSITY OF WISCONSIN-MADISON
DEPARTMENT OF SOCIAL WORK
AND
PATHWAYS: SERVICE COORDINATION INSERVICE PROJECT
OF THE WAISMAN CENTER

COURSE TITLE: Partnership in Service Coordination, Birth-to-Three

COURSE NUMBERS: UW-Eau Claire— SPED 495/695-602
UW-Madison— SW 669

CREDIT: 2 or 3 credits

LEVEL: Undergraduate/Graduate

PREREQUISITES: Consent Instructor

COURSE DESCRIPTION: This interdisciplinary course's content focuses on the complex issues in service coordination as defined by Part H of the Individuals with Disabilities Education Act. Course topics were selected from best practice in service coordination in early intervention and a series of national and state focus groups of persons involved in coordinating service for infants and toddlers with special needs. Topics include: building partnerships, providing family-centered services in the face of limited resources, fostering a seamless service delivery system, understanding the multiple roles of service coordinators, family diversity, and interpersonal, communication and negotiation skills.

Issues in service coordination will be explored through a case study approach and through Individual Learning Plans. In addition, more traditional teaching methods such as lecture, discussion, panels, and small and large group activities will be used. National experts are invited to share their perspective.

COURSE OBJECTIVES: During the course, students will—

- ☐ describe the federal and state laws and rules related to service coordination
- ☐ evaluate the multiple roles of the service coordinator
- ☐ develop a national, state and local resource map to assist in providing families with accurate and appropriate information
- ☐ identify ways to build partnerships with family and other team and agency members
- ☐ analyze the impact on family diversity on providing service coordination
- ☐ identify and practice strategies related to communication, negotiation, problem-solving skills and change-agent skills
- ☐ develop strategies for dealing with logistical issues that can be barriers in service coordination

REQUIRED READINGS: All students must purchase a required reader for class. This reader is provided "at cost" for duplication (approximately $18.00) and will be available the first night of class.

COURSE REQUIREMENTS AND EVALUATION:

1. **Self-Assessment and Individualized Learning Plan** (20 points)

   This tool assists the student in directing the course to achieve their personal outcomes. An Open-Ended Questionnaire and Skills and Knowledge Self-Assessment will be completed prior to the writing of the Individualized Learning Plan. The Individualized Learning Plan is an action plan completed in collaboration with a course facilitator to organize, set priorities, develop strategies, identify resources and evaluate progress toward the intended outcomes. The final component of the Self-Assessment is the Reflection on the Individual Learning Plan and Future Direction form. This component assists in determining whether course outcomes were accomplished, how they were accomplished, and to set future outcomes.

2. **Written Project and Oral Report or Poster Format and One Page Abstract** (50 points)

   A course project on a topic of your choice with relevance to issues related to service coordination is to be completed. The selection of the project is based on your Self-Assessment (i.e., the knowledge and/or skills you want to gain by taking the course). The project will be self-directed with support from a course facilitator.

3. **Field-Based Activities and Journal Keeping** (20 points)

   The field-based activities selected are based on the skills or knowledge to be gained through the course as outlined in the Individualized Learning Plan. A 15-hour minimum is required for completion of field-based activities. The selection of field-based activities will be determined through collaboration with the course facilitator.

4. **In-Class Discussion Assignments** (10 points)

   Each student will sign-up and lead one discussion topic over the course of the semester. These assignments will require students to focus on specific issues. The student will read all readings assigned for the date chosen. These readings are found in the class reader. Each student will facilitate in a small group and type a one to two page paper that briefly summarizes key points and personal reactions to the readings. At the end of the paper, students will include pertinent discussion questions. The discussion questions should be ones that can generate discussion, not to be answered by simple repetition of obvious material. All discussion papers are due on November 29, but may be submitted earlier.

5. **Graduate Student Project** (50 points) for graduate students only

   The purpose of this project is to provide graduate students the opportunity to investigate or implement changes in their existing service coordination practices. This goal can be met by a number of ways. This list is by no means complete. Alternative project proposals are encouraged. Some options are:

   a. Designing new strategies/procedures
   b. Developing new methods for gathering information from families
   c. Reviewing and evaluating existing service coordination practices within your program or across programs and developing a plan for change
   d. Educating colleagues through inservice about new ideas in early intervention service coordination
   e. Planning interagency/interdisciplinary team activities involving service coordination

NOTE: The project can be a detailed plan that is designed for later implementation (e.g., during the school year).

Procedures for completing this assignment:

a. Prepare a brief, written description of your proposed project—due September 27.
b. After obtaining approval, complete project as agreed upon with the instructors.
c. Project is due on December 13.

COURSE EVALUATION:

Assignment	Points	Date Due
1. Written ILP	20	September 20
2. Written Project/Report or Poster/Abstract Oral Presentation of Project	50	November 29, December 6 or 13
3. Field-Based Activities & Journal	40	December 13
4. In-Class Discussion & Paper	10	November 29
5. Graduate Student Project	50	
Proposal		September 27
Completed Project		December 13

GRADING SYSTEM

Credits	Status	Points
2 credits	Undergraduate	120
3 credits	Graduate	170

Students who complete all assigned projects and receive 90% of the total number of points (120—undergraduate and 170—graduate) will receive an A for the course. Other grades will be individually determined with course instructors.

Comments: Any student with disabilities whose presence in this class requires modification of the course presentation or requirements must submit a written request to that effect to the instructor by the second class period.

In accordance with university administrative policy, sexual harassment is reprehensible and will not be tolerated by the University. This class will not tolerate such behavior as it creates an unacceptable educational environment.

COURSE OUTLINE

DATE	FACILITATORS	TOPIC	ASSIGNMENTS
SEPT 6	Franks, Rosin, Hecht, Green	•Introduction and overview of course •Service coordination and Part H/HSS 90	•Self-assessments •Individual participation form
SEPT 13	Franks, Hecht, Tuchman, Green	•B-3 service delivery system •Approaches to service coordination •Values and diversity	
SEPT 20	Franks, Hecht, Tuchman, Green	•Roles and boundaries •Advocacy	•Written ILP •In-class discussion
SEPT 27	Rosin, Franks, Green	•Communication •Conflict management •Negotiation	•Graduate student project proposal
OCT 4	Franks, Rosin, Green, Gibbs	•Communication *(continued)* •Group decision-making	•In-class discussion
OCT 11	Franks, Hecht, Green	•Parent and service coordinator panel	•In-class discussion
OCT 18	Franks, Green	•Families with multiple stressors	
OCT 25	Franks, Hecht, Rosin, Guest Speaker *TBA*	•Assessing, coordinating, and funding early intervention •Resource map	
NOV 1	Franks, Hecht, Green, Gibbs, Guest Speaker *TBA*	•Local funding resources •Accessing information	•In-class discussion
NOV 8	Franks, Tuchman, Guest Speaker *TBA*	•Interagency collaboration—family-centered problem-solving •Resource fair	•Resource fair materials
NOV 15	Franks, Tuchman	•Transitions into and out of early intervention	
NOV 22	Franks, Rosin, Tuchman, Hecht, Green	•Emotional and logistical support for the service coordinator	•In-class discussion
NOV 29	Franks, Rosin, Green, Hecht, Tuchman	•Student presentations	•In-class discussion paper •Written/oral presentations
DEC 6	Franks, Rosin, Tuchman, Green, Hecht	•Service coordinator as a change agent •Early intervention program evaluation •Student presentations	•Written/oral presentations
DEC 13	Franks, Hecht, Rosin, Tuchman, Green	•Student presentations •Course evaluations/discussion	•Written/oral presentations •Graduate student project

PARTNERSHIP IN SERVICE COORDINATION, BIRTH TO THREE
FOLLOW-UP QUESTIONNAIRE
PATHWAYS COURSE
UW-MILWAUKEE/ UW-EAU CLAIRE & MADISON RESPONSES
N=18/14, TOTAL OF 32

1. *Describe how the information or skills gained through your course participation have had impact on your service to children and families. Name specific change or new strategies that you are employing (e.g., family-centered care, IFSP (process and document), interagency or interdisciplinary teamwork, service coordination).*

• It has made me more aware of the Birth to Three Program, how it is set up and how its role is family centered. I am not as concerned now when parents address me about expectations because I understand where they are coming from. *(3, Mil)*

• I have become more diligent in documenting contacts with families so there are more continuity and follow-through when serving the family. I have learned to ask the parents - what I/we can do to help? Does this fit your schedule? What do you do to handle when your child does _____? etc. *(4, Mil)*

• At this point in time I am not in a B-3 position but I am in a day care setting. I have found that since this course I have been more aware of the whole family when it comes to the children in my care. *(5, Mil)*

• I have consulted more with parents on what their needs and wants are. Also, I have taken more time observing and listening to other service coordinators as they work with parents. I also learned that there are some parents who want their children in programs but do not want to participate in meetings regarding their children or participate in home visits: because of this I really have finally understood that the IFSP is the family's document, not mine. It is up to the parent how they want to participate in their child's program. *(13, Mil)*

• It helped to clarify goals of working with families. The project helped us to see how other agencies were doing their intake process. We started to make changes in our intake regarding a consistent service coordination from initial contact to discharge. *(15, Mil)*

• Don't know how to explain except confirmed the things I already knew to make me more sure that the information I had was correct. Gave me more confidence in the work I was performing. There were also new learning and new ways of doing things as well as validation for what I already know. When presented with the situation I realize I learned something I can use on a case by case situation. *(18, Mil)*

• I tried to work on improving my communication with parents, especially those I am a service coordinator for. I found that my method of organizing info. that we discussed together was not working. I often forgot things. I am developing a new type of worksheet to keep in my folders that I take on home visits. *(14, Mil)*

• 1) I feel much more enthusiastic toward my job. 2) I feel the course "updated" me in a variety of topics. 3) I feel I have an appreciation of the service coordinator's roles and know I would not want to have that role as a full time position (something I considered at one time). 4) Interestingly enough, I really have not used the IFSP/ referred to it more/ since the course. This surprised me. 5) My parent contact time seems less (home visits, phone calls) basically because of numbers and demands. I still welcome parents in the room as much as they desire. 6) Other individuals have benefitted from an inservice I gave as project goal. Another providing service coordination was interested in the material. *(7, Mil)*

• a) Resource Directory is still being added to and utilized. b) Contacts have been initiated with Birth to 3- a collaborative HS/B-3 community grant procedure in process (planning). c) Attempts to involve parents at Head Start in Advocacy Training-although requests turned down by director... *(11, Mil)*

• The information gave me a greater insight into how my families think. I have learned to listen more and talk less, hear what my parents have to say. *(23, Mil)*

• I have since changed positions from being a teacher and service coordinator to just a service coordinator. I am getting more involved in interagency teamwork. My project was on transitions for children, and I have found it very helpful to use some of the checklists from my project when going over info. with my families. *(2, Mil)*

• Have added and maintained team meetings (teamwork). Interagency cooperation on developing IFSP documents. Continued to improve our "family centeredness". *(19, Mil)*

• This course provided me with a better understanding of the Birth to Three services and the IFSP process. Consequently, it has improved my working with other agencies. I cannot say that it changed my work with families. It has, however, assisted me in helping families' transitions to Birth to 3. Also, I believe it has impacted my participation in the Healthy Transitions Project. *(10, Mil)*

• At our school we have interdisciplinary team meetings which have improved our communication during IEP's, M-teams and other procedural activities. I am more aware of encouraging family involvement in the evaluation and goal setting process. *(22, Mil)*

• At the Head Start Center where I work we are now developing a plan of collaboration to work with other agencies in the city of Milwaukee and LEA's. *(20, Mil)*

• Since the course took place I have begun to apply some of the principles learned about in service coordination. The course has helped me to understand the professionals' role with regard to the process. I feel the process and documents regarding the IFSP is something that should be implemented for all people with disabilities. *(8, Mil)*

• As indicated earlier, I do not work with children 0-3 years of aga. The course did impact on the 3-21 year old children that I do work with. It may be coincidence but I had more face to face IEP conferences with parents and teachers than I had in the past 2-3 years. Part of it is because I made a special effort to tell the teachers I wanted to be there and what times were

good for me. There also seems to be more cooperate service giving between O.T. and P.T.. *(24, Mil)*

• As a parent the information and skills gained have provided more insight into my feelings and perceptions and those of service providers. In particular, I realize and better appreciate that family-centered care is a big step from patient/pupil centered service orientations. The later is an outgrowth of the philosophy that the provider's values are inherently superior, more knowledgeable and objective. I have learned from this course to listen better and more compassionately to service providers. I have learned that service coordination may be key to bridging the gaps, making the leap to family centered cares. *(1, Mil)*

• I have become more comfortable with the IFSP process since my participation in the class. I am better able to facilitate helping families come up with strengths/resources and concerns and priorities. *(25, Mad)*

• We use a new, family centered, easy to understand IFSP. We have used problem-solving techniques in working with another agency derived from "Getting to Yes". We are employing new child-field techniques. *(27, Eau)*

• Since the course, we have implemented new IFSP forms, very similar to this one, one of our presenters in E.C. had. I found it to be very user friendly both for family and staff. I have continued to add to my project (Service Directory) though at this time it is not ready for public use. Lack of time to devote to this project has put it on the back burner for now. *(29, Eau)*

• Better understanding of the role of the service coordinator. Expanded my knowledge of outside resources. I have made the IFSP process more family friendly. *(33, Mad)*

• I think the greatest thing I learned was to keep families as important team members, which was different from when I worked with adults with disabilities, when families were sometimes viewed as standing in their children's way to independence and integration into the community. I am now returning to work with adults and will have a better idea of where parents are coming from with their perspectives. *(36, Mad)*

• Our program is using a modified form developed from the Dakota Program. Specifically, we use the forms during the pre-IFSP time period, during assessment evaluation. We also are using more family mapping of whose important to the family, encouraging family's to share what they feel comfortable sharing, allowing for more family input at all phases of 0-3 services. *(35, Mad)*

• I am being more sensitive to families, realizing that the services that I provide for their child are only one aspect of their complex lives. Understanding when parents don't respond to my requests immediately. Upon parents requests, I try to make helpful suggestions. If I am

unable to answer questions I either find them the information or direct them to resources. *(38, Eau)*

• A change which came about as a result of the course work is an increase in interagency teamwork between the County Birth - 3 program and the school district I work for. *(28, Mad)*

• Movement towards more "IFSP-like" approach at age 3-11 level. *(34, Mad)*

• This course gave me the opportunity to take a closer look at our forms (IFSP) and to review and change them to be more family centered especially for the cognitively impaired families. We have continued to change our forms and are currently working on a project for cognitively delayed families in which we provide one on one parenting education for 8-12 weeks. *(26, Eau)*

• I took the course prior to accepting a new job as a service coordinator in addition to my teaching role. The many resources, contracts and policy information has been the most helpful to me in my new job. Knowing what agencies provide information and services to families had given me a head start in becoming a service coordinator. *(30, Eau)*

• Information from the course on service coordination was valuable in enlarging my knowledge base of families with children with specialized needs; helping me to organize information about services that are available to families; emphasizing the role of service coordinator (most information I have been able to apply to my work with adults in some way). Currently, I am not providing services to families and their children. I am primarily providing case coordination to adults with disabilities. *(37, Mad)*

• We are using a radical approach that is completely family-centered, no contact with service coordinators. They provide a full circle of services. But we gave up this concept last week because it was too much work. *(32, Eau)*

• I gained some very valuable information on available resources - particularly in regard to funding. The ongoing contact with parents created an essential balance. It is all too easy to get caught up in theories of what sounds good - without regard for the practical realities and impact on individuals. Jake Beckett's presentation, i.e., conjunction with the additional information on accessing funding and advocacy and shared resources lists have been useful. I was extremely impressed with the other participants, their skills, knowledge, caring, and willingness to share. *(40, Eau)*

2. *Describe any opportunities the course provided for developing new relationships or new ways of working with others.*

• I have continued to use my booklet and information given to me on transitioning with my new children. *(3, Mil)*

• I have spent more time discussing and coming to a consensus with other staff involved with a family so that our focus is consistent. This helps the family not feel so scattered when dealing

with multiple agency personnel (therapist, director, teacher, social worker, etc) *(4, Mil)*

- I developed a relationship with some of the people from class whom I use as resources. This course has also taught me how to better communicate with others sharing in the care of the children. *(5, Mil)*

- I have become somewhat more outgoing when it comes to asking for help from others. I'm not afraid to give my opinion. *(13, Mil)*

- We still keep contact with individuals in the class. The team activities helped to further develop working in a team. Different way of encouraging communication with families was one thing I learned. *(15, Mil)*

- Particularly liked the round table discussions that gave good opportunity for everyone to share information and options. Didn't gain any new relationships. Haven't talked to anyone who was present at the training. I have new ways of working with others. Easy access to working with others. *(18, Mil)*

- It was nice to take the class with co-workers. I think the class helped open up communication between the teachers at Easter Seal and helped us work as a team. *(14, Mil)*

- 1) I am reminded of the great demands of dysfunction in our families-especially those exposed to "violent" experiences. 2) I feel more confident in my skills and what is "best practice"; able to state it to others. 3) I feel I have utilized Ann Haines as a resource for decisions at our center. 4) I feel I am eager to learn and seek out new/current information (i.e., going to the national DEC conference in 11/95). *(7, Mil)*

- A) Contact with Health Dept. has initiated screening collaboration and verbal interagency agreement REC. B) KUSD/Head Start are reviewing and organizing transition procedures and incorporating into verbal interagency agreements. C) Grant written for collaborative HS/EC inclusive classrooms-awaiting determination. D) Staffing and referral process within HS and KUSD school district reviewed and being refined for 1994-1995 school year. *(11, Mil)*

- The course reinforced the fact that one does not know everything and there is always more to be learned. *(23, Mil)*

- I think the course really helped me to always think of my families on an individual basis. I always remember that each family member has their own needs. I continue to learn how important it is to be an active listener. *(2, Mil)*

- Took the course with another member of my 0-3 team. This helped us and our entire team (six people) throughout the school year. Our entire team is working more cohesively, partly resulting from what the two of us learned in the course. *(19, Mil)*

- Through the course, I have more connections in the community. I have consulted others more readily. There is a sense of mutual respect. Others who participated in the course have consulted me as well. *(10, Mil)*

• This course acquainted me with individuals at other agencies who may be transitioning children to my school district. It made me aware of the broad spectrum of services offered throughout the county and state. *(22, Mil)*

• Children from Birth to Three programs were enrolled in Head Start because of information that was shared in the class. *(20, Mil)*

• I enjoyed the inter-agency cross discipline mix in the other students. Their individual roles and different areas of expertise made for interesting discussion. *(8, Mil)*

• There were really no new relationships developed or ways of working with others. The emphasis on parens and parental involvement was greater this year. Hopefully, this will continue to increase. I also must realize with 32 children in 5 buildings my time is limited. I have "brain stormed" about time saving techniques and will do my best to institute these. I must also beep in mind my family commitments. (24, Mil)

• The course was in effect a networking opportunity, a chance to meet people interested in service coordination who were providers as well as parents, and in school systems and hospitals, not just Birth to Three programs. I also met a real live service coordinator who was not a Birth to Three provider, i.e. therapist or special education teacher. I keep the registration list in my phone book as a redi-reference for problem solving for my child and friend's children. *(1, Mil)*

• Reading about team interactions with the discussions to follow helped me to think about how our team interacts. It has made me conscious to the way I interact/am looked upon with team members. Modeling communication styles by Pathways staff was particularly helpful as well. It made me more aware of how I work with both families and staff. *(25, Mad)*

• The class was very good for networking and developing resources. Specifically, I learned of a new place for diagnostic evaluations for several children with suspected autism, from another classmate. *(27, Eau)*

• The large amount of information presented and distributed during the course has made it easier to contact related services for our families as well as give information to our families. This course has given me the knowledge to feel confident that the information I have is current, accurate and useful to serve my families. *(29, Eau)*

• The course connected me with service coordinators and educators from other programs. I found sharing ideas with others helpful. *(33, Mad)*

• It was just a nice chance to meet others who work in early intervention settings and get their perspectives as they have much more experience that I do. *(36, Mad)*

• I have found working with schools easier since the course. I'm not sure I can pin point an exact difference but I do seem more able to understand their language and constraints better. *(35, Mad)*

• Through course projects and discussions I was able to do some more networking with the professionals available to me. I was able to develop relationships that I will be able to use to resolve problems and circumstances beyond my knowledge. *(38, Eau)*

• New relationships were developed between the Birth - 3 and school district programs. An interagency agreement is currently being developed. *(28, Mad)*

• The course assisted me to understand the passionate nature of parents and providers of birth to three. *(34, Mad)*

• The small group sessions helped me to be more familiar with the other people in the class and to have an opportunity to share struggles and strategies with each other. *(26, Eau)*

• Well...in this new position I have no "in house" staff to work with as I am the only teacher and we contract for therapies. So, I do miss the large team I enjoyed for eight years previously. However, this county requires a lot of 0-3 P.R. work and that will be a challenge to me. The course did not assume a S.C. would be as isolated as I am. *(30, Eau)*

• The course allowed for opportunities to network with faculty and students. I continue to see members of our group at the Waisman Center - although I do not see or have contact with individuals outside the Madison area. If I were working more with families and children, I may be more inclined to search out these contacts for information and service. *(37,Mad)*

• Progressed from having an aggressive and negative attitude to an assertive attitude. She had problems with the school system and was very frustrated with it. She sat next to a principal in class and developed a friendship with him. He helped open her eyes to the administrative side and looking at all sides in general. *(32, Eau)*

• One of the most significant values was the serendipitous opportunity of traveling to Eau Claire with my colleagues from Northern Pines (Paula Clay and Rhonda Carlton). We spent much of that time in discussion which enhanced our team. Considering how specific topics from class might apply specifically in our situation. There was a great deal of informal information sharing among other service coordinators which was helpful. *(40, Eau)*

3. *What were the most useful aspects of the course (e.g., **course materials** including the reader and handouts which accompanied the discussions; **course activities** such as lectures, discussions, and in class activities; **course assignments** including the Self-Assessment and the Individual Learning Plan (ILP), the course project selected by the participant based on the outcomes on their ILP, oral presentation, field-based activities chosen by the participant; **parent presentations and participation**)?*

• I felt the course materials, course activities and parent presentation and participation was all helpful to me. *(3, Mil)*

• Course activities. Case study method of approaching topics. *(4, Mil)*

• The parent panel and the outcome of the ILP have been most useful. I use my resource file constantly and have lent it to others to use also. *(5, Mil)*

• Course materials and the course project. *(13, Mil)*

• The course activities as discussions were very helpful. Sometimes we don't see another view unless someone points it out to us. The ILP helped us define our project which was helpful to me. It helped me organize my project. *(15, Mil)*

• Like the case studies. Make us think about different ways of solving the problems. The course materials were meaty and important. Case studies. The overview of the law. New way of providing information.. In more clear and easy to understand way. The information from the parents was wonderful... opinions, expectations. Panel discussions. (18, Mil)

• I really liked the case studies and then the discussions that followed. It was helpful to hear the many different perspectives. *(14, Mil)*

• All of it was wonderful. I feel that I personally needed to update myself in readings, discussion with others in my field, be challenged to stretch myself. I feel the ILP made it useful to me to understand service coordination at my employment site. I really felt more of a respect and appreciation for the different perspective to represent the family and seek to meet needs. *(7, Mil)*

• Completed products at the last class. Opportunity to link with other professionals. Food for busy people-great. *(11, Mil)*

• The most useful to me was my resource manual. I am always updating it with new information. I feel it will be useful to myself and my families. *(23, Mil)*

• I always enjoy the parent presentations. It's always nice to be reminded of what parents really want. I also get a lot out of the classroom activities and discussions. I always like the opportunity to do projects and presentations with another person, or in small groups. *(2, Mil)*

• Most useful: course activities, course projects, parent presentations. *(19, Mil)*

• Most useful to me was the gestalt of this entire experience...parents and professionals sharing, learning, working together. The faculty was outstanding. To be truthful, I have not yet been able to complete the course activities. However, they stimulated my thinking especially about assisting families in the transition from NICU to the community. I actually coordinated a WAPC Southeast Wisconsin meeting about Discharge Planning/Transition. I am so busy-I did find some activities to be busy work for me, yet stimulated my learning and thinking. *(10, Mil)*

• Parent presentations and participation reminded me of what parents go through during M-team, etc. process. Course activities and discussion were also helpful in learning new material. *(22, Mil)*

• The most useful aspect of the course was students sharing information about their jobs, the course materials and the course activities. *(20, Mil)*

• Course activities. *(8, Mil)*

• Some of the course handouts were great. Others were long and hard to get through. I particularly liked the ones that included self analysis. I feel that we are too busy addressing others and not ourselves. The parent panel was great and should be expanded to include the male/father perspective. *(24, Mil)*

• The most useful element of the course was the classroom discussion activities, but I wish we'd have more time to go thru the materials brought by the participants. The materials, especially the reader, were valuable for future reference and sharing with cohorts. *(1, Mil)*

• The reader and handouts were very helpful. I also really enjoyed the in-class activities and discussions, particularly when it was just the Madison class. I also thought the guest speakers were very good. Listening to the presentation at the end really helped me to think about developing programmatically (an area resource book). It was helpful to hear others ideas and strategies throughout the course. *(25, Mad)*

• Materials and articles were useful. Oral presentations and parent presentations were informative and useful. Self-assessment and the ILP were less helpful. *(27, Eau)*

• I felt that the two most important aspects of this course were the course materials and the knowledge of parents needs and how they feel has given me insight into how to deal with the families in my program. I can identify with them on a more personal basis. The course materials have given me the information I lacked and increased what I already knew. *(29, Eau)*

• Sharing resources, presentation projects, panel discussions and handouts. Class discussions and in class activities. *(33, Mad)*

• Course activities -, e.g., Values exercise, discussions (small group). Parent panels - it was great to get their perspective and was a reminder why family-centered care is so important. *(36, Mad)*

• I believe the most important real part of the course was parent participation. While sometimes it made me feel uncomfortable, I do believe that was a necessary and worthwhile part of the course. *(35, Mad)*

• The most useful aspects of the course for me were course materials which informed me of things in the field and discussions with classmates, hearing stories about how they have or would resolve different situations that arise in the field. I learned a lot about their different perspectives on issues. *(38, Eau)*

• I thought the course activities, specifically the lectures and discussions were great! The projects we selected were probably one of the most practical and useful parts of the course. *(28, Mad)*

• Course materials. *(34, Mad)*

• I think the most useful activities were the class activities especially group discussions, the parent presentations, and the course project. *(26, Eau)*

• Most helpful to me were representatives from agencies and parents, especially when they should how we can access services and when parents explained what they needed, what worked for them and where gaps exist in services. *(30, Eau)*

• Most useful aspects of the course included; small group discussion and sharing of information/stories; written information (reading/handouts) is a nice resource for the future; lectures were helpful. I would have liked more information/direction about the individual projects. I felt very unaware of what expectations were of the assignment. The ILP was not particularly helpful to me. Because of the lateness of the class time, long discussions or lectures, were difficult to stay focused. Video problems were a big drawback. *(37, Mad)*

• Case studies and open discussions. Couldn't keep handouts organized. Open discussions were most useful. ILP was a total loss. *(32, Eau)*

• Small group discussions. Parent presentations - the parents' perspectives - particularly Judy's final presentation was very valuable in keeping perspectives focused on the priorities of family centered-service planning. David Franks creates a very open atmosphere for participation, which left many opportunities for exploring diverse views. *(40, Eau)*

4. *How could the course have been made more useful to you?*

• If we could have had a more positive opinion and presented to Birth to 3 personnel the role of Early Childhood persons and programs. *(3, Mil)*

• More practical examples. More "inner-city" focuses. *(4, Mil)*

• It might have been helpful to have a variety of people (OT, P.T., Speech, nursing, teacher, parent) come in and talk how they communicate together. *(5, Mil)*

• It could have gone into more examples of how to help and support families who seem to not care about their child's well-being, and program. *(13, Mil)*

• I would have liked to meet once a month after the initial classes to get questions answered or to touch base with other individuals in the class. I wasn't always sure if I was on the right track. *(15, Mil)*

• I don't think it could have been more useful. All the information was clear and easy to

follow. Everything was very useful. Would have been more useful to have information in my language--Spanish. More materials in Spanish. *(18, Mil)*

• I liked it the way it was. I liked how the hours were organized with more discussions rather than lectures. *(14, Mil)*

• I really don't know of anything else-perhaps an advanced class in the future to further expand these areas or others. *(7, Mil)*

• Conference time with facilitators was not well managed. Perhaps build in some time around meeting class times. No comments on work done-no feedback other than final grade received-needs work here. *(11, Mil)*

• I don't know. *(23, Mil)*

• I like having parents involved-I really like to hear their perspective on things. Less time focusing on readings-more time focusing on group discussions. *(2, Mil)*

• Hard to say. It was useful. *(19, Mil)*

• It was an outstanding course. I think it might have been more useful if I had initiated a dialogue about how I might develop my project more realistically in relation to my day to day responsibilities. *(10, Mil)*

• I thought that the material was well rounded. I thought the fieldwork was not that helpful to me. *(22, Mil)*

• I feel the course provided the information I need to better serve families. *(20, Mil)*

• I would have liked to have more time for interaction with other students. *(8, Mil)*

• I guess I viewed the course as a beginning point of knowledge and reference. I never felt it to be totally absolute. Lots of information was given. I particularly like being educated about the law and its outcomes. Working in a big school system, I need to know the law and not just MP's interpretations of it. *(24, Mil)*

• I would have helped my integration of each day's subject matter to have had an assignment to write over night regarding the topic just covered. For example, this question or a question eliciting examples of problems we'd encountered that illustrated or applied some of the topic's most "impressive" points. *(1, Mil)*

• One thing that frustrated me a little bit was the amount of content covered. It seemed to just skim the surface of many topics that I felt I needed more information on. For example, I think more information should have been given on culture/values/support for the service coordination. Although all of the topics were very important, I think on particular topics should have been addressed in further detail. *(25, Mad)*

- It was fine. *(27, Eau)*

- The course was set up very well, though at times too many things were pushed into one class period with little discussion or feedback between subjects. Some of the topics did not appear relevant to our course (i.e., games those soc. instructors had us do) That time could have been given to more urgent issues -, i.e., problem families, insurance issues, etc.. *(29, Eau)*

- Pooling and organizing resources, developing a system for the above, i.e., like we are currently doing in the Bridges program. *(33, Mad)*

- I needed basic intervention information on laws, how to do IFSPs, etc., which I really did not get to the extent I expected. More parent panels. *(36, Mad)*

- Prior experience with the distance learning system so I would have felt more comfortable sooner. *(35, Mad)*

- This course would have been more useful to me if it had coincided with my 0-3 student teaching instead of my 3-6 student teaching. Some nights it was hard for me to shift gears! *(38, Eau)*

- Can't think of a thing! *(28, Mad)*

- It met my needs in its present format. *(34, Mad)*

- Much of the lecture content was very basic service coordination information which I had in other workshops and courses. It was most beneficial to me when we discussed the "tougher" issues such as school transitions, funding and "other family stresses". More time to discuss and share strategies would have been very helpful. *(26, Eau)*

- I think at this point in time, politically, it would be helpful to have real-life families involved primarily, more so than academic readings. Also, teachers who are now S.C. in human services agencies could share practical information about their region. *(30, Eau)*

- More small group discussion of current issue or topic discussed in class. The technology of this class made larger group discussion difficult. When our class was off camera, we were really able to get good discussions going. *(37, Mad)*

- Cost-effective ideas for assisting a family. Where do needles and AIDS fit into city recycling plans? Services are so fragmented. Whom should one ask? It's overwhelming to a point. Maybe implement an 800 number that could direct people to the services that they need. Would have liked to deal with more death and dying issues. *(32, Eau)*

- More small group discussion and less emphasis on video technology. At some times I felt the emphasis on a "joint" classroom interfered with the flow of discussions. The opportunity to interact with other service coordinators and parents was often more useful than specific written information. *(40, Eau)*

5. *At the end of the semester, we asked you to fill out outcomes for the future (ILP). Do you remember what outcomes you developed? Have you had the opportunity to follow through on any of these?*

- I don't remember. *(3, Mil)*

- Yes, partially - see question #1. [I have become more diligent in documenting contacts with families so there are more continuity and follow-through when serving the family. I have learned to ask the parents - what I/we can do to help? Does this fit your schedule? What do you do to handle when your child does _____? etc.] *(4, Mil)*

- Yes, because I am still enrolled full-time at UW-Milwaukee and student teaching full-time and working part-time. I have not had time to follow through with the other items I had wanted to develop. *(5, Mil)*

- Learning the law. Communicating better with parents. Yes, I have. *(13, Mil)*

- Yes, I remember the outcomes. I have been following up on some of them. *(15, Mil)*

- Haven't followed through on that. Been busy and haven't done much of this. *(18, Mil)*

- Yes. One has been completed and one I am still in the progress of completing. *(14, Mil)*

- I have not specifically carried out my plan to get release of information to present the video of the parent panel to my staff. My administrator wanted to wait on the "transition" follow-up survey. I do want to follow-up on the survey and this reminds me that I could at this point again. *(7, Mil)*

- Revise Community Resource. Ongoing collaboration with Health Dept. regarding screening and collaborative efforts which have increased. *(11, Mil)*

- Yes, and I try to incorporate them into my daily activities. *(23, Mil)*

- Now that I am strictly a service coordinator I have been able to really work on some of my goals. One of my goals was to help parents better understand the role of S.C. I do this every day and am always finding new ways of discussing with parents what I do. I also find my role to be very unpredictable. I never know what my job may entail next. *(2, Mil)*

- Not specifically. I'm sure I referred to continuing team meetings, which I have done. Not sure what else... *(19, Mil)*

- I have not had the opportunity. *(10, Mil)*

- No-my job demands have not made it possible to implement any of the objectives. *(22, Mil)*

- I have been communicating with other agencies that are servicing families with Birth to Three that may be interested in Head Start. We are using the information from the transition

plan to develop a plan for Head Start. *(20, Mil)*

- No. *(8, Mil)*

- I don't remember what specific outcome I developed. I can't emphasize enough though that my belief was reaffirmed that parents and school should work together and that school should work together and that school should be more parent driven than it is now. *(24, Mil)*

- In all honesty, I didn't do the outcomes. *(1, Mil)*

- I believe one of my outcomes was to be more comfortable with the way I develop IFSPs with families. With the help of this course and the IFSP workgroup, I feel like I am really working hard to meet my goal. *(25, Mad)*

- Yes, we use a new, family centered, easy to understand IFSP. We have used problem-solving techniques in working with another agency derived from "Getting to Yes". We are employing new child-field techniques. *(27, Eau)*

- I really don't recall the ILP, sorry. *(29, Eau)*

- I am not sure of what I wrote exactly. IFSP - more family friendly developed, a transition booklet, service coordination check lists, and family needs assessment. *(33, Mad)*

- I don't really remember what outcomes I developed but I have had more opportunities to work with families and on a team doing IFSPs, evaluations, transitions, etc. Since that time I do feel I have a better idea of what is involved in early intervention. *(36, Mad)*

- Self assessment was a goal and we have not continued with this process. Because the uncertainty of the budget process, everything has been put on hold. New projects or additional duties will not be done until the budgeting process is complete. *(35, Mad)*

- Unfortunately, I don't remember what my future ILP goals were exactly... I think one was about establishing a working relationship with parents. Through my 0-3 student teaching I was able to do this. By the end of the quarter I felt (and parents felt also) very close to them. *(38, Eau)*

- I have had the opportunity to continue to develop interagency relationships through meetings which have been set up to develop an inter-agency agreement. *(28, Mad)*

- No - I don't recall. *(34, Mad)*

- I'm sorry, but I really don't remember the outcomes I developed. *(26, Eau)*

- I can't find that sheet. Perhaps I did not make a copy of it. I can't recall what I wrote. I do know that I have accomplished some things I was not "trained" to do in university preparation or 8 years in a contract agency; e.g., a Family Needs Survey, revamped the In Take and

Parent Questionnaire, new program brochure, inter-agency agreements, etc.. *(30, Eau)*

• I believe my goals were to continue basically gathering information about the whole Early Intervention process. I knew little before I entered this class and had much more growth in skills and practice to go. *(37, Mad)*

• Research and find out more about humor. She personally wanted to go back to school. Parent sharing in courses and credits, both parents could share class work and work together on assignments. Injunction with the local hospital, she implemented making containers available for needles for diabetics and people with AIDS. *(32, Eau)*

• I did not return my ILP. But my personal goals are to continue learning, and to reaffirm a family focus. *(40, Eau)*

6. *Other comments about the course which we did not cover in the above questions?*

• I was upset by the grading system. I feel at this point in my life and career I take courses to gain knowledge to help me in my field not for a grade. I met all your requirements and was given a "B". This upset me! *(3, Mil)*

• (no response given) *(4, Mil)*

• I think it was great to get information from Ann Hains as well as all the people from Pathways. Both provided an abundance of information. *(5, Mil)*

• (no response given) *(13, Mil)*

• Even though we touched base with our facilitator and she was very good, I would like to see everyone else's ideas as we went along. *(15, Mil)*

• Can't think of anything right now. I think the things I enjoyed the most were the round robin tables and the way the class was designed so it was easy to get assignments done. Easiest was to be able to talk and vocalize instead of having to put everything on paper. Easiest to learn when everyone could talk. Especially important because of concerns about writing in English. Gave opportunity to learn without pressure of worrying about how you write it. Just being able to talk, like being able to call and talk to you about the evaluation. Everything was made easy for the participants. *(18, Mil)*

•No. *(14, Mil)*

• (no response given) *(7, Mil)*

• I feel like the facilitators received more from the course than time they put in. The concept of the project regarding time to work and develop something useful was great and facilitators were. *(11, Mil)*

- None. *(23, Mil)*

- I really enjoyed the classroom discussions. I like hearing what other people have to say. I hope you'll continue to have more classes like this. *(2, Mil)*

- The class assessments filled out after each class could be redesigned. *(19, Mil)*

- This was an excellent experience. I appreciate greatly the opportunity to work with all of you. Sorry that I have not been able to complete my projects. *(10, Mil)*

- (no response given) *(22, Mil)*

- (no response given) *(20, Mil)*

- (no response given) *(8, Mil)*

- (no response given) *(24, Mil)*

- (no response given) *(1, Mil)*

- I really liked the way the course was taught. Peg, Linda, Meredith, and Liz provided a comfortable, learning atmosphere. I felt okay about asking a question or making a comment when I wanted to. Overall, a good course. *(25, Mad)*

- Networking with other B-3 people was helpful. *(27, Eau)*

- (no response given) *(29, Eau)*

- The technology inhibited small group discussion. However, it was helpful to hear speakers that live in other states. *(33, Mad)*

- Technology was very difficult to get used to and was often very time consuming by trying to remain connected to the other location. *(36, Mad)*

- I admired how each of the sponsors tried to draw the class into meaningful discussions by asking practical questions. Their knowledge and expertise covered a broad range of topics as well as life experiences. Thanks *(35, Mad)*

- I thought the sharing of the class with Madison was a neat idea and I'm glad I was able to participate in such a opportunity. However, I would not choose to take other classes in this format. Conversation between the classes was awkward, didn't know when to talk, often interrupted. *(38, Eau)*

- This has been one of the most practical and helpful courses I've had! *(28, Mad)*

- (no response given) (34, Mad)

- (no response given) *(26, Eau)*

- Program coordination as a job title is a more expansive role than service coordination. As a teacher, I always helped families identify and secure needed services. But as a program coordinator the roles are more global and I think a course on the non-service related aspects would be helpful, although those aspects certainly affect services overall. *(30, Eau)*

- Organization of the class to adjust for technical problems would be helpful. There were a couple nights where it seems as though almost half the night we were doing nothing. This was frustrating. If asked to recommend this class to others, I would say yes but with a strong warning about the technology. *(37, Mad)*

- A professor from Eau Claire (not David Franks) said some statements that she found upsetting. He said that everyone has access to everything specifically computers but those living in the "sticks" like her, don't. She loved the technology and the class meant a lot to her. She would be interested in attending another class. *(32, Eau)*

- It would not be readily apparent from my written participation or lack thereof but the opportunity to take the pathways course was valuable to me and very much appreciated. Though my particularly learning style does not easily fit into a standard academic system. One of the non-planned and unanticipated aspects for me has been growing certainly that I need to return to school. There are too many things I want to be able to do that I do not feel able to do at present. *(40, Eau)*

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Appendix C

Product Brochure

PATHWAYS: SERVICE COORDINATION PROJECT

New, innovative

and interactive resources

for enhancing competency

in early intervention

service coordination:

- **VIDEO & COMPANION GUIDE**
- **TRAINING & RESOURCE GUIDE**
- **CORRESPONDENCE COURSE**
- **WEB SITE**

WHAT IS THE PATHWAYS: SERVICE COORDINATION PROJECT?

The Pathways Project is built on parent-professional partnerships, individualization, and collaboration. The project—

- Focuses on enhancing the skills needed for effective service coordination in early intervention
- Provides training and technical assistance at a state and local level
- Meets the needs of parents, service coordinators, trainers, faculty, and state level policy makers through a variety of training and technical assistance options
- Collaborates with states to develop, implement and evaluate a State Training and Technical Assistance Plan focused on service coordination

Pathways is funded by the Department of Education, Office of Special Education and Rehabilitation Services.

PATHWAYS: A TRAINING & RESOURCE GUIDE FOR ENHANCING SKILLS IN EARLY INTERVENTION SERVICE COORDINATION

A rich source of activities, stories, resources, and references.

- This comprehensive guide discusses multiple aspects of service coordination, such as parent and professional partnerships, the Individualized Family Service Plan (IFSP), communication and conflict management skills, identifying and accessing resources, interagency collaboration, transitions, support for the service coordinator and the service coordinator as an agent of change
- Bound in a convenient, three-ring binder, the guide contains 215 pages, 27 handouts in a separate section at the end, and is illustrated with 24 photographs. A treasure of material presented in a pleasing and easy-to-read format.

Four self-contained, yet integrated sections:

- *Section I:* Early Intervention Service Coordination: Definitions, Models, Views and Visions
- *Section II:* The Pathways Framework for Enhancing Service Coordination Skills and Knowledge
- *Section III:* Personal and Interpersonal Skills for Service Coordination
- *Section IV:* Putting it all Together: Integrating Service Coordination Skills and Knowledge

Skills organized around the Pathways framework for service coordination:

- Choosing the Pathway: Getting started in the IFSP process
- The Journey: Follow along with families
- Detours Along the Way: Responding to immediate needs or crisis
- Changing Pathways: Facilitating transitions

PRICE: 1-2 copies $35; 3-9 copies $30; 10+ quantities $25. All prices include shipping and handling.

PATHWAYS IN EARLY INTERVENTION SERVICE COORDINATION: A VIDEO & COMPANION GUIDE

A stimulating way to map challenges and solutions.

This 30-minute training videotape illustrates some of the personal challenges in the provision of early intervention service coordination. It features—

- An interactive problem-solving format
- Four realistic vignettes highlight issues corresponding to the Pathways framework for service coordination
- A companion guide supporting individual or group involvement

This video has numerous applications for faculty and trainers alike—

- Helpful talking points
- Provocative discussion questions

PRICE: $80.00 (includes shipping/handling)

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PATHWAYS TO EFFECTIVE SERVICE COORDINATION FOR INFANTS AND TODDLERS WITH DISABILITIES AND THEIR FAMILIES: AN INDEPENDENT LEARNING COURSE (C896-200)

Pathways staff developed a correspondence course with content organized into three sections. Participants will learn: foundations of service coordination; roles and responsibilities of service coordination; and effective skills in service coordination.

Participants work at their own pace, set individual goals for the course, practice skills presented in written materials and reflect upon their experiences. Participants develop an individualized learning plan and keep a journal to record written assignments throughout the course.

COST: $186, which includes a course text, videotape and supplemental reader.
CONTINUING EDUCATION CREDIT: 5 CEUs

For more information, contact:
Independent Learning
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1-800-442-6460 or 608-262-2011

PATHWAYS: SERVICE COORDINATION PROJECT WEB SITE

http://www.waisman.wisc.edu/earlyint/pathways

Visit our Web site to find:

- Information about Pathways events and products; sampling of the curriculum and other resources; links to related Web sites; and opportunities to network with others across the nation.

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